CARLTON CLUB

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC YEAR OF 1858—59.

WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEX. THOM & SONS, 87 & 88, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.

1860.

[*Price 7d.*]

CONTENTS.

Page

REPORT, ... 3

APPENDIX:

A. General Regulations of College; List of Officers; Programme of Courses for Matriculation and Scholarships; Hours of Lecture; Fees; Special Courses for Competitive Examinations and the Public Service, &c., ... 9

B. Selection of Examination Papers for Scholarship, ... 21

C. Selection of Papers for Sessional Examinations, ... 31

D. Proceedings of Meeting for Distribution of Prizes, and List of Sessional Honors, . . . 42

E. Form of Circular from President, and Reports of Professors, ... 46

F. Lists of successful Candidates from Queen's College, Cork, for University Degrees and Honors at the Commencements, October, 1859, ... 51

G. Instruction from President, and Official Report of Curator of the Museum, ... 52

H. Official Report of the Librarian, ... 52

I. Copies of the several accounts furnished by the Bursar showing the Financial State of the College, 53

K. Copy of Letter from President, with Official Report of Vice-President on College Discipline, and Return of Punishments, ... 53

L. Reports of Deans of Residences, ... 54

THE REPORT

OF

THE PRESIDENT OF THE QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC YEAR, 1858–59.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In accordance with the provisions of the Statutes of Queen's College, Cork, it is my duty to submit the official Report of the Proceedings of that College during the Academic Year 1858–59, and of the condition of the several departments of the College during that time.

MATRICULATION EXAMINATIONS AND NUMBER OF STUDENTS.

The Matriculation Examinations were held in the ordinary form at the commencement of the Session, on the proper days as fixed by the College Council, and described in the Prospectus of the Session, of which a copy is annexed, Appendix A.

After those Examinations forty-four new Students were admitted to the First Year's class, to which were also admitted eleven Students who had previously Matriculated, but who from not having been promoted at the Sessional Examinations, or from other causes, were disqualified from joining the higher courses, and were therefore obliged to re-enter the class of the First Year, and to resume the more elementary studies. The total number of Matriculated Students in the First Year's class, for the Session of 1858–59, was, therefore, fifty-five.

Besides the above, there presented themselves, to proceed with the studies of the Senior Years, seventy Students who had been promoted at the Sessional Examinations previously held. The total number of Matriculated Students in the College, for the year 1858–59 was, therefore, 125.

In addition to the 125 Matriculated Students above described, there also entered to attend the lectures of individual Professors, twenty-four Non-Matriculated Students.

The total number of Students attending the College in the Session 1858–59, was, consequently, 149.

In order to show the classification of those Students, according to their collegiate standing, and for comparison with the numbers given in the last Report for the preceding Session, the following table is inserted :—

COURSES OF STUDY IN ORDER OF COLLEGE STANDING.	SESSIONS.	
	1858–59.	1857–58.
Matriculated Students—Course of First Year, . .	55	55
„ „ Second Year, . .	29	31
„ „ Third Year, . .	16	22
„ „ Fourth Year, . .	14	17
Special Courses not for University Degrees, . . .	11	—
Total number of Matriculated Students, . .	125	125
Number of Non-Matriculated Students, ...	24	32
Total number, . . .	149	157

Of the Students who attended the College during the Session 1858–59, the classification as to Faculties and Courses of Study for Diplomas and Degrees was as follows :—

	Matriculated.	Non-Matriculated.	Total.
In the Faculty of Arts, . . .	36	10	46
„ Faculty of Medicine, . .	56	12	68
„ Faculty of Law, . . .	5	–	5
„ Course of Engineering, . .	28	–	28
„ Course of Agriculture, . .	6	2	8
Total, . . .	131	24	155

The above number, 131, exceeds that previously given as the total number of Matriculated Students, 125, by six, the which excess arises from the fact, that some Students pursue at the same time more than one Course of Study for Degrees. The number and distribution of those thus circumstanced was as follows:—

Attending Arts and Medicine,	3
„ Arts and Law,	1
„ Arts and Engineering,	1
„ Engineering and Agriculture,	1
Total,	6

In regard to the ages of Matriculated Students the following summary will suffice:—

Under 16 years of age,	8
From 16 to 17 years of age,	16
From 17 to 18 „	15
From 18 to 19 „	18
From 19 to 20 „	18
From 20 to 21 „	9
Above 21 years,	41
Total,	125

In the several departments of study, the average ages of Matriculated Students was as follows:—

In the Faculty of Arts,	17·2
„ Faculty of Medicine,	19·6
„ Faculty of Law,	19·4
„ Course of Engineering,	18·2
„ Course of Agriculture,	18·4

The average ages of all Matriculated Students at entrance was found to be 17·4 years. The ages of Non-Matriculated Students are not recorded.

Of the 125 Matriculated Students, five interrupted their studies, and one died before the termination of the Session.

COLLEGE EXAMINATIONS FOR SCHOLARSHIPS AND SESSIONAL PROMOTION OF MATRICULATED STUDENTS.

The Examinations for Scholarships and for Sessional Promotion were conducted as directed by the College Council, and the number and nature of the Scholarships awarded in the Session of 1858–59 were as follows:—

Of the Seven Senior Scholarships in the Faculty of Arts, five were awarded.

Of the Thirty Junior Scholarships in the Faculty of Arts, twenty-one were awarded.

Of the Two Senior Scholarships in the Faculty of Medicine, two were awarded.

Of the Six Junior Scholarships in the Faculty of Medicine, six were awarded.

The Senior Scholarship in the Faculty of Law was awarded.

Of the Three Junior Scholarships in the Faculty of Law, three were awarded.

Of the Two Scholarships in the Course of Engineering, one was awarded.

Of the Four Scholarships in the Course of Agriculture, three were awarded.

The Examinations for those Scholarships were conducted for the most part by printed papers, but in certain portions *vivâ voce*. The subjects of each Scholarship Course is given in the Prospectus annexed, Appendix A, and the principal Papers of Questions will be found annexed, forming Appendix B.

The Examinations for Sessional Promotion were held at the close of the Session in the usual manner, and with the following results:—

In the Faculty of Arts—of seventeen Students of first year, eleven were promoted to second year's rank.

Of seven Students of the second year, five were promoted to third year's rank.

Of seven Students of the third year, six were promoted to fourth year's rank, and were recommended to be examined for the Degree of A.B.

Of five Students of fourth year's rank, all were recommended to be examined for the Degree of A.M.

In the departments of Engineering and Agriculture—of seventeen Students of the first year, eleven were promoted to second year's rank.

Of fourteen Students of the second year, six were recommended for examination for the Diploma of Civil Engineer, or of Agriculture.

In the Faculty of Law—of five Students, all were promoted.

In the Faculty of Medicine, Collegiate promotion is not necessary for the Queen's University nor for the Medical Colleges; and consequently such Students only present themselves for Sessional Examination, as are Candidates for Medical Scholarships or Prizes in other Faculties. In that Faculty, therefore, no Collegiate promotion by years takes place.

The general result of the Sessional Examinations, may, therefore, he expressed as follows:—

	Promoted.	Not Promoted.	Total.
In the Faculty of Arts,	27	9	36
„ Faculty of Law,	4	1	5
„ Course of Engineering,	12	16	28
„ Course of Agriculture,	5	1	6
Total,	48	27	75
In Faculty of Medicine where no promotion takes place,			56
Total,			131

The proportion of Students promoted is highly satisfactory, cousidering the strictness with which the Sessional Examinations are condncted. The Reports of the Professors, also, as to the answering for Honors at these Examinations, were very creditahle to the candidates; and the College Council awarded Prizes to those Students who had most distinguished themselves in the special hranches of study. The Examinations were conducted principally by printed Papers of Questions, as for the Scholarship Examinations; a selection of which papers will he found annexed, forming Appendix C.

The Sessional Prizes were conferred at a General Meeting of the College, on Novemher 14, 1859, which was attended hy the local authorities of the City and County of Cork, and of other parts of Munster. His Excellency the Earl of Carlisle, K.G., Lord Lieutenant of Ireland, was pleased to honour the Meeting with his presence; and to give additional dignity to the occasion, and greater importance to the rewards, hy himself conferring the prizes on the successful candidates. His Excellency was pleased, at the conclusion of the proceedings, to express his gratification at the successful progress of the College, and his warm interest in the success of the system of liheral and united education for which the Queen's Colleges and the Queen's University in Ireland were founded hy Your Most Gracious Majesty.

The College Council, having voted a College Gold Medal to Andrew Cummins, LL.D., formerly student of this College, for his very distinguished career in this College and in the Queen's University; and having also voted College Gold Medals to Mr. Cornelius Daly and to Mr. Thomas T. Alleyn, students of this College, for, that they, whilst only Undergraduates of the Second Year, obtained hy Competitive Examination appointments in the Civil Service of India, and were therehy prevented from proceeding for their University Degrees, or receiving University Honors, those Special Honors were also conferred hy His Excellency the Lord Lieutenant on occasion of the Sessional Distrihution of Prizes.*

The Report of the proceedings on that occasion, and the names of those who ohtained Honors and Prizes, will he found annexed, forming Appendix D.

COURSES OF INSTRUCTION.

The numher of Classes and the numher of Lectures delivered in the Session by each Professor, together with the numher of Students attending in each Class, will be seen from the following tahle:—

BRANCHES OF INSTRUCTION.	Number of Lectures Weekly.	Number of Lectures delivered	Number of Students attending.	BRANCHES OF INSTRUCTION.	Number of Lectures Weekly.	Number of Lectures delivered.	Number of Students attending.
Greek Language,†	8	225	24	Metaphysics,	6	116	5
Latin Language,†	8	178	24	Civil Engineering,†	3	133	25
English Language,	3	38	16	Agriculture,†	3	182	10
				Anatomy and Physiology,	5	104	44
History and English Literature,	3	62	11	Practical Anatomy,	5	120	34
French Language,†	6	156	35	Surgery,	3	63	22
Celtic Languages,	6	63	4	Practice of Medicine,	3	61	18
Mathematics,†	8	186	52	Materia Medica,	3	72	15
Natural Philosophy,†	8	246	51				
Chemistry,	3	70	48				
Practical Chemistry,	4	45	15	Medical Jurisprudence in Faculties of Law and Medicine,	3	36	11
Zoology and Botany,†	3	70	32	Midwifery,	3	60	14
Physical Geography,	3	12	6	English Law,†	8	72	4
Geology and Mineralogy,	3	74	14	Civil Law,†	8	54	3
Logic,	3	37	9	Political Economy,	3	24	4

---

* Mr. Daly having left for India some time before, his Medal was received by his brother who attended in his stead.

† For details as to the subdivisions of the Classes in the departments of the Greek, Latin, and French Languages, and of Mathematics, Natural Philosophy, Civil Engineering, Agriculture, and English and Civil Law, see the Special Reports of the several Professors in Appendix E.

It is my duty to report that the various Courses of Instruction, in the several Departments of Science and Literature, have been delivered by the Professors in a fully satisfactory manner. All the arrangements necessary for securing the complete efficiency of the System of Instruction have been carried out with remarkable success.

The special duties of the several Professors during the Session, in regard to the Courses for University Diplomas and Degrees, were the same as have been fully described in preceding Reports.

By means of Excursions and Herborizations for the classes of Natural History and Geology, and by Field Practice and Instructions in the use of Instruments and Surveying operations for the classes of Civil Engineering, the efficiency of the class instruction in those departments was much enhanced. The Professor of Engineering also superintended the Classes in the Drawing School of his department. The Students of the Agricultural Class were frequently conducted by the Professor to inspect the Model Farm of the National Board of Education, and other suitable Farm Establishments in the neighbourhood of Cork. Additional details as to the means and methods of instruction will be found in the official Reports of the several Professors, given in Appendix E.

The attendance of the Students on the Professors' Lectures was highly satisfactory, both as to attention and regularity.

Queen's University Examinations and Degrees Conferred.

The Students in the several Faculties and Courses who had completed their studies for Degrees or Diplomas, were recommended to the Senate of the Queen's University in the usual manner, to be admitted to examination. Lists of those Students of Queen's College, Cork, who presented themselves for University Examination, and obtained Degrees or Diplomas, and also of the University Honours obtained by Students from this College at the Degree Examination in October, 1859, are given in Appendix F.

Libraries, General and Medical Museums, and Botanic Gardens.

In reference to those important departments of the College, I have to report that considerable additions have been made to the Library and Museums since last Report, and further progress has been made in their classification and arrangement. For details as to the actual condition of those departments, I beg to refer to the official Reports of the Curator of the Museum, Professor Harkness, and of the Librarian, Mr. O'Keeffe, A.M., which are annexed, forming Appendices G and H.

I regret to be compelled to report, that notwithstanding the most urgent remonstrances, the representations made in my last and in previous Reports, of the absolute necessity for additional accommodation in the building of the Medical Faculty, and for a Green-house or Conservatory for the preservation of plants during the winter, as illustrations in the departments of Botany and Materia Medica, have been entirely without practical result. These requirements were made, and their importance explained by the Medical Faculty; that statement has been confirmed by the College Council and Your Majesty's Commissioners, and forwarded to the Government by the University Senate with their approval: yet no step has been since taken to comply with the request. Under these circumstances, I can but repeat what I stated in my last Report, as follows:—"The evils "arising from the absence of any proper Anatomical Theatre, and of a suitable room "for the collections of the Physiological and Pathological Museums, are becoming every "year more seriously felt, and threaten to exercise a most injurious influence on the prosperity of the Medical Classes, and thereby on the general success of the College. It is "my duty also to repeat my representation of the necessity for a Conservatory or Hot-"house for the Botanic Garden, in order to supply the Lecturer on Botany with such "forms of vegetation as are required for proper illustration of his Lectures, but which "cannot bear the winter of this climate without protection. I should hope that your "Majesty's Government, which has manifested so much and such laudable anxiety for the "Botanical Instruction of the Agricultural Pupils at the Model Farm of the National "Board at Glasnevin, as to erect the excellent Conservatory which so much ornaments "that Institution, even where the close proximity of the Botanic Gardens of the Royal "Dublin Society might appear to render such further appliances less necessary, will not "consider it unworthy of consideration, whether such a Conservatory as might be con-"structed at a much more moderate expense, may not reasonably be afforded to the class "of Students for whom the Queen's Colleges and University were founded."

FINANCIAL CIRCUMSTANCES OF THE COLLEGE.

I have the honour to annex copies of the several College Accounts, as furnished by the Bursar, and also of the distribution of the Parliamentary grant of £1,600 among the several departments of the College for the year 1858–59, forming Appendix I, Nos. 1 and 2.

The Account No. 2 as now given, includes the Accounts Nos. 2 and 3 as given in former Reports: those Accounts being now consolidated according to the positive instructions of your Majesty's Treasury, and together brought up to date of 31st March, 1859, in the account now rendered, viz.:—

No. 1. Account of Receipt and Expenditure of Endowment under the Queen's Colleges Act of Parliament.

No. 2. Account of Expenditure of Parliamentary Grant for Fitments, Libraries, Museums, &c., and of Receipts from College Fees, Fines, &c.

CONDUCT AND DISCIPLINE OF STUDENTS.

I have much pleasure in reporting, that during the last Session the conduct of the Students of Queen's College, Cork, has been extremely satisfactory, and has fully sustained the high character given of our Students on former occasions. A few cases of trivial breaches of discipline were suitably and effectively dealt with by personal remonstrance from the Vice-President; and two more serious cases were brought before the College Council, and suitably punished. The state of discipline and conduct, and the nature of the offences, and their punishments, will be found described more in detail in the Vice-President's Report, and in the return of punishments annexed, forming Appendix K, Nos. 1 and 2.

The religious and moral conduct of the Students has been, as far as I could learn, during the past year, extremely satisfactory. The list of Licensed Boarding Houses, and the Rules to which they are subjected, remain as in former years. The number of Students residing in those houses, however, is extremely small, as the extent of family and personal connexion throughout this Province affords very great facilities for arrangements of Students to reside in Cork in charge of responsible friends, to whom they are formally committed by their parents or guardians, as the Statutes of the College require. In regard to the Reports of the several Deans of Residences, I have the honour to annex those from the Rev. Mr. Webster, Dean for the Established Church, that from the Rev. Dr. Magill, Dean of the Presbyterian Church, and that from the Rev. Mr. Tracy, Dean for the Wesleyan Community, forming Appendix L, Nos. 1, 2, and 3. It is, of course, well known, that, by the Statutes of the Synod of Thurles, the Roman Catholic Students, forming one-half the entire number of Matriculated Students in the College, are deprived of the moral and spiritual guidance and instruction of the excellent clergyman, the Rev. William O'Connor, who had, until the meeting of that Synod, so zealously and usefully discharged the functions of Roman Catholic Dean of Residences. The religious and moral conduct of those Students has, however, as I am happy to be able to state after careful inquiry, been highly satisfactory, and favourably comparable with that of any similar body of young men in other institutions.

With reference to the numerical proportions of the several religious denominations among the Students, I have to report, that of the 125 Matriculated, and the 24 Non-Matriculated Students who were on the College Books in the Session of 1858–59, there were—

	Matriculated.	Non-Matriculated.	Total.	
Roman Catholics,	60	8	68, or	45·6 per cent.
Established Church,	52	12	64, or	42·8 „
Presbyterians,	3	3	6, or	4·0 „
Wesleyans,	4	–	4, or	2·8 „
Independents,	2	–	2, or	1·3 „
Society of Friends,	3	1	4, or	2·8 „
Other Dissenters,	1	–	1, or	0·7 „
	125	24	149	100·0

Proportions practically the same as in the last Session;—the slight further increase in the proportion of Roman Catholics among the Matriculated Students being within the limits of those casual fluctuations which occur in all educational institutions, but still, from its steady recurrence, fully indicating, that the well-founded confidence which the Roman Catholic upper and middle classes of this province have hitherto placed in the educational arrangements of this College has certainly not decreased.

In order to illustrate more fully the relative numbers of the Roman Catholic Students attending the Queen's College, the following tables are subjoined:—

TABLE No. 1.—Showing the numbers of New Students, and of the First Year's Class, and the number of Roman Catholic Students in that Class, for every year since 1849.

YEARS.	First Year's Class.			Roman Catholics in same.			Per cent. on total.
	New Students.	Droppers *	Total.	New Students.	Droppers.*	Total.	
1849–50, . . .	69	—	69	38	—	38	55
1850–51, . . .	60	10	70	36	6	42	60
1851–52, . . .	35	18	53	17	10	27	51
1852–53, . . .	35	9	44	14	2	16	37
1853–54, . . .	36	14	50	18	6	24	48
1854–55, . . .	41	2	43	19	1	20	46
1855–56, . . .	64	6	70	27	1	28	40
1856–57, . . .	38	33	71	18	16	34	48
1857–58, . . .	33	24	57	14	13	27	48
1858–59, . . .	44	11	55	21	7	28	51
1859–60,† . . .	56	10	66	29	5	34	52
Total, . .	511	137	648	251	67	318	49 average.

TABLE No. 2.—Showing the total number of Matriculated Students attending the Queen's College, Cork, in each year since its opening, classified by the principal Religious Denominations.

YEARS.	Roman Catholics.	Established Church.	Other Denominations.	Total.	Per-centage of Roman Catholics.
1849–50, . . .	38	25	6	69	55
1850–51, . . .	63	40	10	113	56
1851–52, . . .	62	43	10	115	54
1852–53, . . .	56	40	13	109	52
1853–54, . . .	64	38	11	113	57
1854–55, . . .	66	45	9	120	55
1855–56, . . .	78	62	9	149	52
1856–57, . . .	61	60	18	139	44
1857–58, . . .	57	54	14	125	46
1858–59, . . .	60	52	13	125	48
1859–60,† . . .	71	53	16	140	51
Total, . .	676	512	129	1,317	51 average.

As the College Statutes do not direct any entry of the Religions of Non-Matriculated Students, no record of such was kept in this College until the Session of 1857–58. Since that date the results have been as follows:—

TABLE No. 3.—Showing the numbers of Non-Matriculated Students attending Queen's College, Cork, in each year since 1857, classified by the principal Religious Denominations.

YEARS.	Roman Catholics.	Established Church.	Other Denominations	Total.	Per-centage of Roman Catholics.
1857–58, . . .	15	15	2	32	47
1858–59, . . .	8	12	4	24	33
1859–60,† . . .	11	15	1	27	41
Total, . .	34	42	7	83	41 average.

But the average per centage of the same three years for Matriculated Students was 48, whence it appears that the proportion of Roman Catholics was greater among the Matriculated Students who attend the College for their systematic education, and whose connexion therewith is of an intimate and permanent character, than among the Non-Matriculated Students, who attend merely some Courses of individual Professors, without making the Queen's College their place of systematic education.

(Signed) ROBERT KANE,
President.

QUEEN'S COLLEGE, *Cork*,
December 12, 1859.

---

* Droppers are such Students as had been Matriculated in a previous year, but who, from not being promoted at the end of the Session, or for other reasons, re-enter the First Year's Class. See Report, pp. 3 and 4.

† The numbers given in each table for 1859–60 are made up to December 12, 1859, date of this Report, and will be somewhat increased by the approaching January Examinations.

APPENDIX.

APPENDIX A.

General Regulations of College, &c.

GENERAL REGULATIONS of COLLEGE.—LIST of OFFICERS.—PROGRAMME of COURSES for MATRICULATION and SCHOLARSHIPS in the several FACULTIES.—ARRANGEMENTS of HOURS of LECTURE.—FEES, &c.

QUEEN'S UNIVERSITY IN IRELAND—QUEEN'S COLLEGE, CORK.

Faculties of Arts, Medicine, and Law.—Session 1859–60.

President—Sir Robert Kane, F.R.S., M.R.I.A.

Vice-President—John Ryall, LL.D.

Professors.

The Greek Language,	John Ryall, LL.D.
The Latin Language,	Bunnell Lewis, A.M.
History & Eng. Literature,	Wm. Rushton, A.M.
Modern Languages,	Raymd. de Vericour, D. es. L.
Celtic Languages,	Owen Connellan, esq.
Logic and Metaphysics,	George Sidney Read, A.M.
Mathematics,	George Boole, LL.D., F.R.S.
Natural Philosophy,	J. England, A.M.
Chemistry,	John Blyth, M.D.
Natural History,	Jos. R. Greene, A.B., M.R.I.A.
Geology and Mineralogy,	Robt. Harkness, F.R.S.L. and E., F.G.S.
Engineering,	Alexander Jack, A.M.
Agriculture,	Edmund Murphy, A.B.
Anatomy and Physiology,	J. H. Corbett, M.D., L.R.C.S.I.
Practice of Medicine,	Denis C. O'Connor, A.B., M.D.
Practice of Surgery,	Denis B. Bullen, M.D.
Materia Medica,	Purcell O'Leary, B. es. L., A.M., M.D., F.R.S.
Midwifery,	Joshua R. Harvey, A.B., M.D.
English Law,	Michael Barry, M.R.I.A.
Jurisp. & Political Economy,	Richard Horner Mills, A.M.

Officers.

Curator of the Museum,	R. Harkness, F.G.S., F.R.S.E.&L.
Registrar,	Robert John Kenny, esq.
Bursar,	Edward M. Fitzgerald, esq.
Librarian,	Matthias O'Keeffe, A.M.

The College Session, 1859–60.

The *First Term* will commence on the 18th of October, 1859, and end on the 23rd of December.

The *Second Term* will commence on the 9th of January, 1860, and end on the 31st of March.*

The *Third Term* will commence on the 16th of April, 1860, and end with the Session, on the 9th of June.

SUBJECTS OF THE MATRICULATION EXAMINATIONS.

For the Faculties of Arts, Medicine, and Law.

English:

Grammar.

Greek:

Xenophon—First Book of the Anabasis; Grammar.

Latin:

Virgil—First Book of the Æneid.

Latin Prose—Re-translation from English into Latin of short sentences from Cæsar, Gallic War, Book I.

Mathematics:

Arithmetic—Principles of Notation. Vulgar and Decimal Fractions, with the reasons of the different rules. The Rule of Proportion, with its commercial applications, including Simple Interest.

Euclid—Book I.

For the Department of Civil Engineering.

The outlines of Modern Geography; Grammar.

Mathematics—Arithmetic, Principles of Notation, Vulgar and Decimal Fractions, with the reasons of the different rules Rule of Proportion, with its commercial applications; Extraction of the Square Root, both of whole numbers and decimals.

Algebra—Explanation of the signs and meaning of an Index, calculation of the value of Algebraic expressions, when particular values are given to the letters which they involve.

Euclid—Books I., II., III., IV., and VI., with the definitions of Book V.

For the Department of Agriculture.

The English Language:

Grammar and Composition.

Mathematics:

First Four Rules of Arithmetic. Proportion. Vulgar and Decimal Fractions. Extraction of the Square Root.

Modern Geography.

MATRICULATED STUDENTS.

Persons intending to become *Matriculated* Students of the College, in any of the Faculties or Departments of Faculty, are required to pass the Matriculation Examination, whereby they are declared competent to pursue the course of study prescribed to Students in that Faculty or Department of Faculty, and, on completing this course, are entitled to become Candidates for the Degrees or Diplomas granted by the Queen's University in Ireland.

The Examinations for the MATRICULATION *of Students in the several Faculties and Departments of Faculty, will commence at Ten o'clock, on Tuesday, the 18th of October,* 1859.

Candidates for Matriculation are required to forward their names to the Registrar of the College, and to state the Faculty or Department of Faculty for which they propose to Matriculate, at least *three days* before the commencement of the Matriculation Examinations.

Each Candidate, before being admitted to the Matriculation Examination, is required to pay to the Bursar of the College, the *Matriculation and College Fees* for the year, amounting together to 10s. for each Faculty or Department of Faculty. These fees will be returned to each Candidates as may fail in passing the Matriculation Examination.

After passing the Matriculation Examination, and before joining the several classes, each Student of the Literary and Science Divisions of the Faculty of Arts, is required to pay to the Bursar of the College, the sum of £4 15s., being a *moiety* of the *Class Fees* for the Session. The remaining moiety will be required on or before the 20th of December, 1858.

Students of the Faculties of Medicine and Law, and of the Departments of Engineering and Agriculture in the Faculty of Arts, are required to pay on Matriculation, the *whole* of the Fees of the Classes for which they enter. See Table of Class Fees, page 15.

Junior Scholars are exempt from the payment of more than *one* moiety of the *Class Fees* for the Session.

Matriculated Students are required to wear an academic dress.

---

* The Easter recess for the Medical Faculty will commence on the Tuesday before Easter, and end on Easter Monday.

Appendix A.

General Regulations of College, &c.

In May and June are held General Examinations in the subjects lectured upon during the Session; and a sum of One Hundred Pounds is awarded in Prizes to the most distinguished Students.

Students who have pursued part of their studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, are permitted, on passing the prescribed Examinations, to take corresponding rank in this College, and also to compete for Scholarships of the corresponding year; provided they shall not hold at the same time a Scholarship or other office of emolument in any University, or College of a University.

Non-Matriculated Students.

Gentlemen who do not propose, or are not prepared, to Matriculate, but who wish to avail themselves in other respects of the advantages offered by the College, are permitted to attend the Professors' Lectures, without passing any of the Examinations, on paying to the Bursar the regulated College and Class Fees, amounting generally to £2 5*s.* for each course; but they cannot become Candidates for Scholarships or Prizes, or enjoy the other privileges of Matriculated Students. They are, however, entitled to the use of the Library, on subscribing the Library Regulations, and paying a fee of 15*s.* for each Session; and the Professors are authorized to recommend to the Council to grant Certificates of Honor to the most distinguished of them in their respective Classes.

East India Civil Service.

The attention of parents and guardians is directed to the new arrangements for the East India Civil Service, according to which Writerships are open to competition at Examinations prescribed by the Board of Control. The course of Lectures in the Queen's College Cork, are well adapted to prepare Candidates for this Examination, which includes the following branches of knowledge, their relative importance being indicated by the annexed scale of marks.

English Language and Literature:

Composition,	500
English Literature and History, including that of the Laws and Constitution,	1,000
	1,500
Language, Literature, and History of Greece,	750
,, ,, ,, Rome,	750
,, ,, ,, France,	375
,, ,, ,, Germany,	375
,, ,, ,, Italy,	375
Mathematics, pure and mixed,	1,000
Natural Science—that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy,	500
Moral Sciences—that is, Logic, Mental, Moral, and Political Philosophy,	500
Sanscrit Language and Literature,	375
Arabic Language and Literature,	375
	6,625

Library and Museum.

The Library and Museum are open, under certain regulations, to all the Students.

Faculty of Arts.

Lectures.

The Lectures of the several Professors in this Faculty, will commence on Monday, the 25th of October, 1858, except those on the "English Language" and on "Logic," which will not be delivered until the commencement of the Second Term.

Degrees of Arts.

Students intending to take the degree of A.B. in the Queen's University, must, on entering the College, pass a Matriculation Examination, for which see page 9.

The Undergraduate Course for the degree of A.B. occupies three Sessions, at the end of which Students are admitted to Examination for the degree of A.B. from the Queen's University in Ireland, provided they have attended the College lectures for at least two full terms in each Session, have passed the prescribed College Examinations, and are recommended by the President of the College for promotion to the Degree.

Course of Study for the Degree of A.B.

FIRST YEAR.

			Page
The Greek Language,	Three Terms,	See Appendix,	16
The Latin Language,	Three Terms,		16
The English Language,	One Term,	,,	17
The Modern Languages,	Three Terms,	,,	17
Mathematics,	Three Terms,	,,	17

SECOND YEAR.

Logic,	One Term,		
Chemistry,	Three Terms,	,,	17
Principles of Zoology and Botany,	Three Terms,	,,	18
The Higher Mathematics, Or—The Greek and Latin Languages,	Three Terms,	,,	17 16

THIRD YEAR.

Natural Philosophy,	Three Terms,	,,	18
History & Eng. Literature,	Two Terms,	,,	17
Physical Geography,	One Term,	,,	18
Metaphysics, Or—Jurisprudence and Political Economy,	Two Terms, each One Term,	,,	17 17

Course of Study for the Degree of A.M.

A Candidate may proceed to obtain his Master's Degree by examination in any one of the four following courses of study, viz.:—

1.—Classics, which shall be considered as including—

The Greek and Latin Classic Authors; Prose Composition in Greek, Latin, and English; a Modern Foreign Language.

2.—English Philology and Criticism: Logic: Metaphysics, or (in place of Metaphysics at the election of the Candidate) Political Economy and Jurisprudence.

3.—Mathematical and Physical Science, which will be considered as including the following subjects:—

Algebra, including the Theory of Equations.
Analytical Geometry. Trigonometry, Plane and Spherical.
The Differential and Integral Calculus. Differential Equations. Theory of Probabilities.
Statics and Dynamics. Hydrostatics. Hydraulics and Pneumatics. Optics. Heat. Electricity and Magnetism. Plane and Physical Astronomy.

4.—Experimental and Natural Sciences, which shall be considered as including the following subjects:—

Experimental Physics.
Laws of Chemical Constitution and Combination.
General Properties and Preparation of Organic and Inorganic Bodies.
Structure, Functions, and Classification of Animals and Vegetables.
Zoological and Botanical Geography.
Elements of General Geology and Palæontology, of Physical Geography, and of Crystallography, and Mineralogy.

Every Candidate must be a Bachelor of Arts of the Queen's University, and must have attended in one of the Queen's Colleges, for at least Two Terms, subsequent to his having received the Bachelor's Degree, a course of lectures on some one of the subjects of the course of study which he may have selected to proceed in for his degree.

Diploma in Engineering.

Engineering Students are required to pass a Matriculation Examination, (for which see page 9), and pursue the following courses of study, during at least two years:

FIRST COURSE.

Mathematics, ...	Three Terms.
Chemistry, ...	Do.
Mineralogy, Geology, & Physical Geography,	Do.
Drawing, ...	Do.
Descrip. Geometry, Surveying, & Mapping,*	Do.

SECOND COURSE.

Mathematics, ...	Three Terms.
Natural Philosophy, . . .	Do.
Motive Powers, Construction, and Theory of Machines, ...	Do.
Drawing, ...	Do.
Civil Engineering, including the Principles of Architecture, and Engineering Finance,	Do.

Any Student who shall have completed the above courses of study in any of the Queen's Colleges in Ireland, shall be admitted to examination for the diploma in Civil Engineering in the Faculty of Arts.

Bachelors of Arts of the Queen's University are allowed to take rank as Second Year's Students of Engineering, and to proceed for the diploma as such, provided they shall, in the subsequent period of their engineering studies, have attended the full courses of instruction in Drawing, Mapping, Surveying, and all other subjects, previously attended or included in their A.B. Course.

DIPLOMA IN AGRICULTURE.

Candidates for this Diploma are required to pass a Matriculation Examination (for which see page 9), and afterwards pursue the following

Course of Study for the Diploma of Agriculture.

FIRST YEAR.

Natural Philosophy, . . .	Three Terms.
Chemistry, ...	Do.
Principles of Zoology and Botany, .	Do.
Theory of Agriculture, . .	Do.

SECOND YEAR.

Mineralogy, Geology, and Physical Geography, ...	Do.
Surveying and Mapping,* and Farm Architecture, . . .	Do.
History and Diseases of Farm Animals,	Do.
Practice of Agriculture, including Farm Finance and Accounts, . .	Do.

Students who shall have passed through the above course, and also attended, during twelve months, the practical working of a farm, under the direction of an agriculturist approved by the College Council, will be admitted to examination for the Diploma in Agriculture.

Students intending to qualify themselves for the management of Estates, or of extensive Farms, are recommended to attend also Sessional Courses of Instruction in:

1st. The Law of Landlord and Tenant, and the Elements of Conveyancing.
2nd. Elements of Political Economy and Statistics, as applied to Agriculture and Farm Finance.

FACULTY OF MEDICINE.

Dean—PURCELL O'LEARY, B. ès L., A.M., M.D., F.S.S.

LECTURES, &c.

The Medical Session will be opened on Friday, 29th October, 1858, at Two o'clock, by an address from the Dean, and the Courses of Lectures will commence as under.

ANATOMY AND PHYSIOLOGY—Tuesday, 2nd November, at One o'clock, to be continued daily, except on Saturdays, at the same hour.

PRACTICE OF MEDICINE—Tuesday, 2nd November, at Three o'clock, to be continued on Tuesdays, Thursdays, and Saturdays, at the same hour.

PRACTICE OF SURGERY—Wednesday, 3rd November, at Three o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

MATERIA MEDICA—Tuesday, 2nd November, at Two o'clock, to be continued on Tuesdays, Thursdays, and Fridays, at the same hour.

MIDWIFERY—Wednesday, 3rd November, at Four o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

The Course of PRACTICAL ANATOMY will be conducted by the Professor of Anatomy and Physiology, assisted by Dr. Shinkwin, Demonstrator.

The Department will be opened for DISSECTIONS on the 15th October.

The ANATOMICAL DEMONSTRATIONS will commence on 3rd November, and be continued daily at Twelve o'clock, except Saturdays.

CHEMISTRY—Monday, Wednesday, and Friday.

PRACTICAL CHEMISTRY—Monday, Tuesday, Wednesday, and Thursday.

NATURAL HISTORY AND BOTANY—Monday, Wednesday, and Friday.

NATURAL PHILOSOPHY—Tuesdays, Thursdays, and Saturdays.

MEDICAL JURISPRUDENCE—Tuesday, Thursday, and Friday.

MODERN LANGUAGES—Monday, Wednesday, and Friday.

SPECIAL PRACTICAL COURSE OF SURGICAL OPERATIONS to be performed by the Students under the direction of the Professor of Anatomy and Physiology. Fee, £3 10s. for the Course; subjects included.

DEGREES IN MEDICINE.

Ordinance of the Senate of the Queen's University in Ireland, regarding the Qualifications and Examinations for the Degree of M.D.

1st.—Every Candidate for the Degree of M.D. shall produce a Certificate from the Council of one of the Queen's Colleges, that he has passed a full examination in the subjects of study prescribed in the Course of Matriculation for Arts, and has been admitted a Matriculated Student of the College in the Faculty of Medicine.

2nd.—The Curriculum shall extend over a period of at least four years, and shall be divided into two periods of at least two years each.

3rd.—The first period shall comprise attendance on the following Courses of Medical Lectures:—

Chemistry—Six Months, at least Three Lectures each Week.
Botany and Zoology—Six Months, Three Lectures each Week, with Herborizations for practical study.
Anatomy and Physiology—Six Months, Five Lectures each Week.
Practical Anatomy—Six Months.
Materia Medica and Pharmacy—Six Months, Three Lectures each Week

4th.—The second period shall comprise attendance on the following Courses of Medical Lectures.

Anatomy and Physiology—Six Months, Five Lectures each Week.
Practical Anatomy—Six Months.
Theory and Practice of Surgery—Six Months, Three Lectures each Week.
Midwifery and Diseases of Women and Children—Six Months, Three Lectures each Week.
Theory and Practice of Medicine—Six Months, Three Lectures each Week.
Medical Jurisprudence—Three Months, Three Lectures each Week.*

5th.—In addition to the above Courses of Lectures, Candidates shall have attended during the first period of the above Curriculum—

Practical Chemistry, in a recognised Laboratory—Three Months.
Medico-Chirurgical Hospital, recognised by the Senate, containing at least sixty beds, together with the Clinical Lectures therein delivered, at least Two each Week—Six Months.

---

* NOTE I.—The instructions in Mapping and Surveying required in the courses for diplomas in Engineering and Agriculture, include regular Practical Exercises and Observations in the Field, with the use of instruments, continued throughout the Session.

II.—The drawing required by the above curriculum is understood to include free-hand drawing, as well as special mechanical drawing.

* NOTE.—The 25th November in each year, is the last day of entering for the Six Months' Courses of Lectures in the above Curriculum. All the Lectures are recognised by the Queen's University in Ireland, by the Universities of London, Glasgow, Aberdeen, and St. Andrew's, the Colleges of Surgeons of Dublin, Edinburgh, and London, by the Apothecaries' Companies, by the Army, Navy, and East India Medical Boards, &c., &c.

APPENDIX A.

General Regulations of College, &c.

6th.—And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital, with the Clinical Lectures therein delivered, for a period of Three Months, in an Hospital containing not less than fifteen beds.
Practical Pharmacy—Three Months.
Medico-Chirurgical Hospital, recognised by the Senate, containing at least sixty beds, together with the Clinical Lectures therein delivered—Eighteen Months.

7th.—Candidates, before being admitted to the Degree of M.D., shall pass two Examinations, the first Examination comprising the subjects of the first period of the Curriculum; the second comprehending subjects of the second period of study. It shall be competent for Students to present themselves for their first Examination at the termination of the first period of the Curriculum, or at any after period to be fixed by the Senate, previous to their undergoing the second Examination.

8th.—By the Charter of the Queen's University, *Candidates are required to have attended at least* ONE-THIRD *of the Courses of Medical Lectures in some one of the Queen's Colleges*. For the remainder of the Courses of Medical Lectures, authenticated Certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools recognised by the Senate of the Queen's University in Ireland.

9th.—Candidates will also be required to have attended *in some one of the Queen's Colleges*, Lectures on one Modern Language for Six Months, and Lectures on Natural Philosophy for Six Months.

10th.—The Examinations will be conducted principally by printed papers, to which written answers shall be given, but the Examiners shall also be at liberty to add such *vivâ voce* Examination on the subjects of the written paper, and to call for such demonstrations and experiments as they may deem necessary.

11th.—The above regulations will be binding on all Students commencing their Medical Studies on or after the 1st October, 1852; but Students already engaged in their Medical Studies, are at liberty either to complete their Courses according to the Ordinance of 30th June, 1850, or according to the present Ordinance.

FACULTY OF LAW.

LECTURES.

The complete Course for each class consists of Twenty-four Lectures, by the Professor of English Law, in each Collegiate Session, which Lectures are delivered in the interval between the close of the Michaelmas Law Term and the Christmas recess, in the Second Collegiate Term, commencing in the month of February, and in the interval between Easter and Trinity Law Terms. And of Twenty-four Lectures in each Course of the first two years, and Twelve in that of the Fourth year, by the Professor of Jurisprudence, which are delivered in the months of December, February, and March.

DEGREES IN LAW.

Candidates for the Diploma of Elementary Law must have passed a Matriculation Examination* (see page 9), and pursued the following

Course of Study for the Diploma of Elementary Law.

First Session—Law of Property and Principles of Conveyancing, Jurisprudence.
Second Session—Equity and Bankruptcy, Civil Law.
Third Session—Common and Criminal Law.

Candidates for the Degree of LL.B. will be admitted to Examination for that Degree from the Queen's University in Ireland, provided they shall have proceeded to the Degree of A.B., and shall have attended the Lectures and passed the Examinations prescribed for the Elementary Course, and shall also have pursued the following

Additional Course of Study for the Degree of LL.B.

Fourth Session—A more extended Course of Study in the subjects appointed for the Diploma—The Law of Evidence and Pleading in the Courts of Common Law and Equity—Medical Jurisprudence—Constitutional, Colonial, and International Law.

Students who have obtained the Degree of LL.B. will, at the expiration of three years after they have obtained the Degree, be admitted to the Examination for the Degree of LL.D.

SCHOLARSHIPS.

The Examinations for Scholarships will commence on Tuesday, the 19th of October.* The College Council are empowered to confer at these Examinations, Ten Senior Scholarships of the value of £40 each, and Forty-five Junior Scholarships, viz.:—Fifteen in Literature, and Fifteen in Science, of the value of £24 each; Six in Medicine, Three in Law, and Two in Civil Engineering, of the value of £20 each; and Four in Agriculture, of the value of £15 each—and if competent Candidates present themselves, these Scholarships will be awarded to the most deserving. The Scholarships are tenable for one year only; but the Scholars of each year are, at its expiration, eligible to become Candidates for the Scholarships of the succeeding year. A Scholarship, however, of the same year in the same Faculty, cannot be held twice by the same Student.

The Scholarships of the first year are open to all Students of the respective Faculties who have passed the Matriculation Examination. Those of the second, third, and fourth years are open to all Students who have passed the Examinations and attended the Lectures prescribed in the preceding part of their Course of Study.

If any Student be placed, at the Examination for Junior Literary and Science Scholarships, first on both the lists of Candidates, he will be entitled to a Scholarship of each Division; but in no other case will the same Student be permitted to hold two Scholarships.

No Student is entitled to become a Candidate for a Scholarship, until he shall have paid the COLLEGE AND CLASS *Fees for the current Session.*

The Scholarship endowment is paid by Quarterly Instalments, and its tenure is dependent on the Scholar's performance (so far as required by the Council) of the duties prescribed by the Statutes. These duties are to take charge of the Class-Rolls, to register the attendance of the Students, to assist the Professor, &c.

If the Scholar be not obedient to the orders of the Council, be removed from the College, or, by non-attendance on Lectures, fail to keep the terms required for promotion, he forfeits his Scholarship.

The Scholar in the Faculty of Medicine must attend during the year of his appointment the classes recommended for his year of study in the order of the following Curriculum:—

FIRST YEAR.
Anatomy and Physiology.
Chemistry.
French or German.
Natural Philosophy.
Zoology and Botany.

SECOND YEAR.
Anatomy and Physiology.
Materia Medica.
Practical Anatomy.
Practical Chemistry.

THIRD YEAR.
Surgery.
Midwifery.
Practical Anatomy.
Clinical Surgery.

FOURTH YEAR.
Practice of Medicine.
Medical Jurisprudence
Clinical Medicine.

---

* NOTE.—It will be sufficient for such Candidates to have passed this Examination at *any* time previous to applying for the Diploma. By the Act of Parliament, 14 and 15 Vic. cap. 88, it is provided, that every person who, as a Matriculated or Non-Matriculated Student, shall have attended the prescribed Lectures, and passed the prescribed Examinations of the Professors of the Faculty of Law for two Collegiate years, and who shall have duly served as an apprentice or clerk by contract in writing, duly stamped at or before the signing thereof, or within six months after, for the term of four years, shall, at any time after the expiration of five years from the commencement of such attendance on Lectures, or of such a period of service, which ever shall first happen, be qualified to be admitted as an Attorney or Solicitor as fully and effectually as any person having been bound, and having served five years is now qualified to be admitted. See also the same Act for the privileges extending to Graduates of the Queen's University, respecting admission to the profession of Attorney or Solicitor.

* See Programme of Scholarship Examinations, page 16.

JUNIOR SCHOLARSHIPS.

Subjects of Examination for Literary Scholarships of the First Year.

The Greek Language:

Homer—The Iliad, Books I., II., III., IV., V., VI.
Euripides—The Medea.
Herodotus—The Second Book.
Xenophon—The Anabasis, Books I., II., III.
Lucian—Walker's Selections.
Greek Prose—Re-translation of short sentences from English into Greek.

The Latin Language:

Virgil—First Six Books of the Æneid, the Georgics.
Horace—First Two Books of the Odes, the Satires, and the Epistles, Books I., II.
Cicero—De Senectute and De Amicitiâ.
Sallust—Conspiracy of Catiline and Jugurthine War.
Cæsar—The Gallic War, Books V., VI.
Latin Prose—Re-translation from English into Latin, of portions of Cicero.
N.B.—The Examination in Greek and Latin will be conducted partly *vivâ voce*, and partly by printed questions.

The English Language:

Original Essays on subjects proposed by the Examiner.

History and Geography:

Grecian History to the Death of Alexander the Great.
Roman History to the Accession of Augustus.
Outlines of Ancient and Modern Geography.

Subjects of Examination for Literary Scholarships of the Second Year.

The Greek Language:*

Homer—Iliad, Books XX. to XXIV. inclusive.
Herodotus—Book I.
Æschylus—Prometheus Vinctus.
Thucydides—Book I.
Composition in prose and verse.

The Latin Language:

Virgil—Eclogues and Æneid.
Horace—Odes, Satires & Epistles
Terence—Phormio.
Cicero—Tusculan Disputations.
De Oratore.
Juvenal—Satires, I. III. VIII. XIII., XIV.
Sallust—Jugurthine War.
Livy—Book IV.
Tacitus—Histories, Book I.
Composition in prose and verse.

The English Language:

Spalding's History of English Literature. Part I. and II.
Shakespeare's Julius Cæsar.

The French Language:

Bossuet—Oraisons Funèbres.
Lafontaine—Fables.
Barthe—Histoire de la Littérature Française.
Translations from English into French.

Subjects of Examination for Literary Scholarships of the Third Year.

The Greek Language:*

Homer—Odyssey, Books XVI. to XVIII. inclusive.
Sophocles—Antigone.
Euripides—Orestes.
Plato—Apology and Crito.
Thucydides—Book II.
Herodotus—Book I.
Composition in prose and verse.

The Latin Language:

Virgil—Eclogues, Georgics, and Æneid.
Horace—Odes, Satires, and Epistles.
Cicero—Tusculan Disputations.
Actiones Verrinæ.
De Oratore
Terence—Adelphi and Phormio.
Juvenal—Satires, I., III., VIII., X., XIII., XIV.
Livy—Book IV.
Tacitus—Annals, Book I.
Histories, Book I.
Composition in prose and verse.

The English Language:

Spalding's History of English Literature. Part Third.
Hallam's Middle Ages. Chapter I. and II.
Shakespeare's Macbeth and Hamlet.

The French Language:

Translations from English into French.
Questions on French Literature.

Subjects of Examination for Science Scholarships of the First Year.

Arithmetic:
Mensuration of rectilineal figures and of the circle.
Algebra:

The Solution of Simple and Quadratic Equations with one or more unknown quantities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The nature of Logarithms.

Euclid:

Books I., II., III., and IV., with deductions.

Trigonometry:

Definitions of the Sine, Tangent, &c., of an angle. The easier analytical formulæ. The Solution of Plane Triangles, with demonstrations. Nature and Use of the Tables.

Subjects of Examination for Science Scholarships of the Second Year.

The Higher Arithmetic.
Mensuration, with Formulæ.
Algebra:

The Solution of Equations with one or more unknown quantities. Elimination. Theory and use of Logarithms. Theory of Equations. Binomial and Exponential Theorems. Compound Interest and Annuities.

Geometry:

Euclid, Books I., II., III., IV., VI., with deductions. Application of Algebra to Geometry. Conic Sections.

Trigonometry:

The Solution of Plane Triangles, with demonstrations of the formulæ. Theorems relating to single arcs. Theorems relating to the sums and differences of arcs. Application to heights and distances. Elements of Spherical Trigonometry.

Subjects of Examination for Science Scholarships of the Third Year.

Logic:

Scholastic Logic. The Theory of Hypothetical Syllogisms and of Inductions, and the New Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Mathematics:

Algebra—Theory of Equations and Methods of Approximation. Elimination. Summation of series. Binomial and Exponential Theorems. Scales of Notation, &c.
Trigonometry—Plane and Spherical, with Astronomical applications.
Analytical Geometry.
Differential Calculus, involving demonstrations of the rules for differentiating Algebraic, Circular, and Exponential Functions, founded upon a clear statement of the nature of Limits and Definition of a Differential co-efficient. Taylor's and Maclaurin's Theorems. Maxima and Minima. Criteria of the same, with proofs. Equations of Tangent, Normal, Evolute, &c.
Integral Calculus, including more particularly Rational Fractions, Binomial Differentials, Areas of Curves, Rectification of Curves, Cubature of Solids of Revolution.

Chemistry:

Laws of Combination and Affinity. Constitution and Properties of Inorganic and Organic Bodies treated during the course. Organic Analysis. Principal Theories of Organic Chemistry.

Zoology and Botany:

Animal and Vegetable Physiology and Morphology.

Subjects of Examination for Engineering Scholarships of the First Year.

Arithmetic:
Mensuration:
Algebra:
Euclid:
Trigonometry:
} As for Science Scholarships of the First Year.

Subjects of Examination for Engineering Scholarships of the Second Year.

Mathematics:

The same as for Science Scholarships of the Second Year.

Mineralogy, Geology, and Physical Geography:

Form, structure, physical and chemical characters of Minerals. Description of the more important simple Minerals. General structure of the Earth; its form, density, and internal temperature. Causes of geological phenomena. Classification of Rocks; Veins, Volcanos, Earthquakes, Elevation of Land and Mountain Chains. Application of Mineralogy and Geology to Engineering—as Mines, Building Materials, &c.
Application of Physics, Geology, and Natural History, to the general condition of the Globe.

---

* One passage will be set, not included in the specified portions of the authors.

APPENDIX A.

General Regulations of College, &c.

Chemistry:

Laws of Combination and Affinity—Preparation and Properties of the Chief Inorganic Substances—Metallurgic Operations—Mortars and Cements.

Surveying and Engineering:

Descriptive Geometry and Projection—Surveying, Levelling, Plotting Plans and Sections—Uses of Instruments in Engineering Field Work.

N.B.—Quickness and accuracy in drawing, readiness and facility in practical operations, will be required from the Candidates.

Subjects of Examination for Agricultural Scholarships of the First Year.

The English Language:

Grammar and Composition.

Mathematics:

Vulgar and Decimal Fractions, Involution and Evolution, Proportion and Interest, Mensuration.

Geography:

Outlines of Modern Geography.

Book-keeping.

Subjects of Examination for Agricultural Scholarships of the Second Year.

Chemistry:

Laws of Combination and Affinity—Chemical History of the Constituents of Soils, Plants and Manures, Chemical Problems of the Nutrition of Plants and Animals.

Natural Philosophy:

Principles of Statics and Dynamics—Hydraulics and Pneumatics—Applications to the Theory of Farm Operations, Buildings and Instruments.

Zoology and Botany:

Principles of Animal and Vegetable Physiology.

Theory of Agriculture:

Principles of Nutrition, and Growth of Cultivated Plants—Agricultural Botany—Classification and Properties of Soils and Manures—Meteorology in relation to Agriculture.

Subjects of Examination for Medical Scholarships of the First Year.

The Scholarships of the First year in the Faculty of Medicine will be awarded thus:—One to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Science Scholarships of the First year in Arts, and one to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Literary Scholarships of the First year in Arts. Candidates for these Scholarships shall have previously declared themselves, and have Matriculated as Medical Students. It is left to their option for which of them they will compete.

Subjects of Examination for Medical Scholarships of the Second Year.

Anatomy and Physiology.
Chemistry.
General Physics.
Zoology and Botany.
The French Language.

Subjects of Examination for Medical Scholarships of the Third Year.

Anatomy and Physiology.
Practical Anatomy.
Materia Medica.
Practical Chemistry.

LAW SCHOLARSHIPS.

Examination by the Professor of Jurisprudence.

First Year:

Reddie's Inquiries in the Science of Law.
Lord Bacon's Tract on Universal Justice, by D. C. Heron.
Adam Smith's Wealth of Nations—Book III.

Second Year:

Gardiner's Survey of the Roman Law, with the Lectures of the Professor, and subjects prescribed for examination in the first year.

Third Year:

The Institutes of Justinian—Bowyer's Commentaries on Modern Civil Law, and the Lectures of the Professor, and subjects prescribed for examination in the first and second year.

Fourth Year:

Hallam's Constitutional History.

Examination by the Professor of English Law.

First Year:

Williams—Principles of the Law of Real Property.

Second Year:

The Lectures of the Professor for the preceding year.
Smith—Manual of Equity Jurisprudence.
Williams—Principles of the Law of Personal Property.
Smith—Compendium of Mercantile Law.

Third Year:

The Lectures of the Professor for the preceding years.
Smith—Leading cases on branches of the Law.
Storey—Equity Jurisprudence.

The Lectures to the Law Students are delivered in the months of December, February, and March; Twenty-four lectures in each course of the first two years, and Twelve in that of the fourth year, by the Professor of Jurisprudence.

SENIOR SCHOLARSHIPS.

The Seven Senior Scholarships appropriated to the Faculty of Arts, will be conferred, by examination, on the most distinguished students who shall have proceeded to the Degree of A.B. in the Queen's University, for proficiency in special departments of study, viz.:—One Scholarship in the Greek and Latin Languages, and Ancient History; one in Modern Languages, and Modern History; one in Mathematics; one in Natural Philosophy; one in Metaphysics and Economical Science; one in Chemistry, and one in Natural History.

The Two Senior Scholarships, appropriated to the Faculty of Medicine, will be awarded by examination to the most distinguished students who shall have completed in some one of the Queen's Colleges, the course of Study of the first, second, and third years prescribed to candidates for the Degree of M.D., in the Queen's University for proficiency in special departments of study, viz.:—One Scholarship in Anatomy and Physiology, and one in Therapeutics and Pathology.

The Senior Law Scholarship will be awarded to the most distinguished student, who shall have proceeded in the course of Arts to the degree of A.B., and who shall have completed the course of legal study prescribed to Candidates for the Degree of LL.D.

Subjects of Examination for the Senior Scholarships in the Greek and Latin Languages, and Ancient History.

The Greek Language:

Aristophanes—The Frogs.
Æschylus—Agamemnon.
Together with the Subjects for the Honor Examination at the University.
Composition in Attic Prose and Iambic Verse.

The Latin Language:

Virgil. Horace.
Lucretius—Books V., VI.
Juvenal—Satires, I., III., X., XIV.
Persius—
Plautus—Capteivei and Trinummus.
Terence—Phormio and Andria.
Cicero—De Oratore.
Tusculan Disputations.
Ad Atticum, Books III. to VI.
Actiones Verrinæ.
Livy—Books XXI. & XXIII.
Tacitus—The Histories.

Composition in Prose and Verse.

For Senior Scholarship in Modern Languages and History.

The French Language:

Corneille—Le Cid, Cinna.
Mignet—Histoire de la Revolution Française.
Histoire de la Littérature Française, par Barthe ou Nisard.

The German Language:

National Literature, Von A. F. Vilmar.
Schiller's Maria Stuart.
Göethe's Ephigenie.
History—Hallam's Middle Ages.

The Italian Language:

Tasso—Gerusalemme Liberata—First Five Cantos.
Dante's Inferno—Italian Literature, published by Messrs. Chambers.
Translation from English into French, German, or Italian.

For the Senior Scholarships in Mathematics.

The subjects of previous Examinations (for which see page 13), with the following additions, viz.:—

Analytical Geometry of Three Dimensions.
Linear Differential Equations with constant co-efficients. The easier forms of Non-Linear Equations.
Definite Integrals dependent upon the function Γ.
Newton's Principia—First Three Sections. Analytical Investigation of the Problem of Two Bodies.

For the Senior Scholarship in Natural Philosophy.

Duhamel—Mécanique, Volume I.
Brinkley—Elements of Astronomy, including the Appendix.
Lloyd—Treatise on Light and Vision.

For the Senior Scholarship in Metaphysics and Economical Science.

The subjects discussed in the Lectures of the Professors, with the following additions:—

Metaphysics:

Sir William Hamilton's Philosophical Essays and Notes on Reid.
Mill—System of Logic, Book III. to end of Volume I.

Jurisprudence and Political Economy:

Principles of Political Economy, by John Stuart Mill.

For the Senior Scholarships in Chemistry.

Stœchiometry, and the general doctrines of Theoretical Chemistry:

The Laws of Combination—Atomic Theory—Relation between the Atomic Weight and the Volume of Bodies.
Relation between the external form and Chemical constitution of Bodies—Isomorphism, Dimorphism, Amorphism, Allotropy, Isomerism, Polymerism, Metamerism.
Atomic constitution of Compounds—Theories of Acids and Salts.
Determination of the equivalent of Bodies—Stœchiometrical calculations.

Inorganic Chemistry:

Preparation and Properties of the Chief Metallic and Non-Metallic Substances and their Compounds.
Metallurgy of Iron, Zinc, Lead, Copper, Tin, Mercury, Gold, Silver.

Organic Chemistry:

Principles of Organic Analysis—Determination of the formulæ of Organic Compounds—Theories of Compound Radicals and Types—Doctrine of Substitution, Homologous Series, Conjugated Compounds.
Preparation and Properties of the Compounds of the Radicals, Cyanogen, Ferrocyanogen, Methyle, Formyle, Acetyle, Amyle.

For Senior Scholarship in Natural History.

Zoology:

Carpenter—Principles of Comparative Physiology. 4th Edition, Chaps. I. and XI., Part I.
Owen—On the Structure of the Skeleton, in Orr's Circle of the Sciences.
Edwards—Manual of Patterson's Zoology for Schools.

Botany:

Physiology, Morphology, and Classification, as contained in Gray's Lessons in Botany, Lindley's School Botany.

Physical Geography:

Hughes's Outlines of Physical Geography—Ethnology—Distribution and Characteristics of the various Races of Men.

For the Senior Scholarship in Anatomy and Physiology.

All branches of Anatomy and Physiology.
N B.—Students will be expected to make Dissections, and give explanations of the parts dissected.

For the Senior Scholarship in Therapeutics and Pathology.

The general Actions of Drugs in health and disease, with their special applications and mode of administration.
Pathology, general and special.
Morbid Anatomy.

For the Senior Scholarship in Law.

The Lectures of the Professors for the preceding years.
Sugden—The Law of Vendors and Purchasers.
Furlong—Law of Landlord and Tenant.
Taylor—Treatise on the Law of Evidence.
Stephen—Treatise on the Principles of Pleading.

TABLE OF HOURS OF LECTURE.

NAME OF THE CLASS.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Senior Greek,	9	.	10	.	9	.
Junior Greek,	10	.	9	.	10	.
Extra Greek,	.	10	.	10	.	.
Senior Latin,	10	.	9	.	10	.
Junior Latin,	9	10	10	10	.	.
Extra Latin,	.	11	.	11	.	.
English Language,	.	11	.	11	.	11
English Literature and History,	.	12	.	12	.	11
French (Faculty of Arts),	1	.	1	.	1	.
French (Faculty of Medicine),	12	.	12	.	12	.
French (Extra),	.	2	.	2	.	.
German,	2	.	2	.	2	.
Italian,	.	12	.	12	.	.
Celtic Languages,	12	.	12	.	12	.
Logic,	.	2	.	2	.	9
Metaphysics,	.	1	.	1	.	10
Political Economy and Jurisprudence,	.	11	11	11	11	.
Senior Mathematics,	2	.	2	.	2	.
Junior Mathematics,	12	.	12	.	12	.
Extra Mathematics,	.	1	.	1	.	.
Mathematical Physics,	.	1	.	1	.	1
Experimental Physics,	10	11	10	11	10	.
Engineering Physics,	12	.	12	.	12	.
Senior Mathematical Physics,	9	.	9	.	9	.
Chemistry,	11	.	11	.	11	.
Practical Chemistry,	2	3	2	3	.	.
Zoology and Botany,	3	.	3	.	3	.
History and Diseases of Farm Animals,	.	9	.	9	.	9
Physical Geography (Faculty of Arts),	10	.	.	.	10	.
Geology and Mineralogy,	1	.	1	.	1	.
Senior Engineering,	.	10	.	10	.	10
Junior Engineering,	10	.	10	.	10	.
Drawing, (10 till 2)	.	10	.	10	.	10
Senior Agriculture,	.	10	.	10	.	10
Junior Agriculture,	.	1	.	1	.	1
Anatomy and Physiology,	1	1	1	1	1	.
Practical Anatomy,	12	12	12	12	12	.
Practice of Medicine,	.	3	.	3	.	3
Practice of Surgery,	3	.	3	.	3	.
Materia Medica,	.	2	.	2	2	.
Midwifery,	4	.	4	.	4	.
Medical Jurisprudence,	.	2	.	2	2	.
English Law (1st year),	.	11	11	11	11	.
English Law (2nd year),	.	3	3	3	3	.
English Law (3rd year),	.	9	9	9	9	.
English Law (4th year),	.	12	12	12	12	.
Jurisprudence,	.	1	1	1	1	.
Civil Law,	.	4	4	4	4	.
Constitutional, Colonial, and International Law,	.	10	10	10	10	.

TABLE OF CLASS FEES.

	£	s.	d.
The Greek Language (Junior Class),	2	0	0
The Greek Language (Senior Class),	0	10	0
The Latin Language (Junior Class),	2	0	0
The Latin Language (Senior Class),	0	10	0
The English Language,	1	10	0
English Literature and History,	1	0	0
The Modern Languages,	2	0	0
The Celtic Languages,	2	0	0
Logic,	1	0	0
Metaphysics,	1	10	0
Political Economy and Jurisprudence (Faculty of Arts),	1	10	0
Mathematics (Junior Class),	2	0	0
Mathematics (Senior Class),	0	10	0
Natural Philosophy (Faculty of Arts),	2	10	0
Natural Philosophy (Faculty of Medicine, and Department of Agriculture),	1	10	0
Natural Philosophy (Department of Engineering),	3	0	0
Zoology and Botany, and Physical Geography (Faculty of Arts),	2	0	0
Zoology and Botany (Department of Agriculture),	1	10	0
Botany (Faculty of Medicine),	1	10	0
History and Diseases of Farm Animals,	1	10	0
Chemistry (Faculty of Arts and *Medicine),	2	0	0
Chemistry (Department of Agriculture),	1	10	0
Practical Chemistry,	3	0	0
Geology and Mineralogy (Department of Engineering),	2	0	0
Geology and Mineralogy (Department of Agriculture),	1	10	0
Surveying and Mapping (Department of Engineering),	2	0	0
Surveying and Mapping (Department of Agriculture),	1	10	0
Civil Engineering,	2	0	0
Drawing,	1	10	0
Theory of Agriculture,	1	10	0
Practice of Agriculture,	1	10	0
Anatomy and Physiology (First Course),	3	0	0
Anatomy and Physiology (Each subsequent Course),	2	0	0
Practical Anatomy,	3	0	0

* Each subsequent course, £1.

APPENDIX A.

General Regulations of College, &c.

TABLE OF CLASS FEES—*continued.*

	£	s.	d.
*Practice of Medicine,	2	0	0
*Practice of Surgery,	2	0	0
*Materia Medica,	2	0	0
*Medical Jurisprudence,	2	0	0
*Midwifery,	2	0	0
Special Course of Instruction in Operative Surgery,	3	0	0
The Law of Property, &c.,	2	0	0
Jurisprudence (Faculty of Law),	2	0	0
Equity and Bankruptcy,	2	0	0
Civil Law,	2	0	0
Common and Criminal Law,	2	0	0
Law of Evidence and Pleading,	2	0	0
Constitutional, Colonial, and International Law,	2	0	0

TABLE OF FEES PAYABLE BY MATRICULATED STUDENTS.

	First Year.			Second Year.			Third Year.			Fourth Year.		
FACULTY OF ARTS.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
College Fees,	0	10	0	0	5	0	0	5	0	0	5	0
Class Fees, 1st instalment,	4	15	0	3	5	0	2	10	0	1	0	0
Class Fees, 2nd instalment,	4	15	0	3	5	0	2	10	0	1	0	0
Total,	10	0	0	6	15	0	5	5	0	2	5	0
Department of Civil Engineering.												
College Fees,	0	10	0	0	5	0		.			.	
Class Fees,	9	10	0	7	0	0		.			.	
Total,	10	0	0	7	5	0		.			.	
Department of Agriculture.												
College Fees,	0	10	0	0	5	0		.			.	
Class Fees,	6	0	0	6	0	0		.			.	
Total,	6	10	0	6	5	0		.			.	
FACULTY OF MEDICINE.												
College Fees.	0	10	0	0	5	0	0	5	0	0	5	0
Class Fees,	10	0	0	10	0	0	†7	0	0	†4	0	0
Total,	10	10	0	10	5	0	7	5	0	4	5	0
FACULTY OF LAW.												
College Fees,	0	10	0	0	5	0	0	5	0	0	5	0
Class Fees,	4	0	0	4	0	0	4	0	0	4	0	0
Total,	4	10	0	4	5	0	2	5	0	4	5	0

FEES PAYABLE BY NON-MATRICULATED STUDENTS

For each of the Sessional Courses, except *Logic, Metaphysics, Political Economy and Jurisprudence, Anatomy and Physiology, Practical Anatomy* and *Practical Chemistry*, Non-Matriculated Students pay a College Fee of Five Shillings, and a Class Fee of Two Pounds; for each of the excepted courses, and, in the Faculty of Medicine, for each second and subsequent course, they pay, along with the College Fee of Five Shillings, the same *Class Fees* as Matriculated Students.‡

ANALYTICAL CHEMISTRY.

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, for Students desirous of prosecuting an extended course of Qualitative and Quantitative Analysis, and for the purpose of original investigation in connexion with the Arts, or in the higher departments of Scientific Chemistry The fees, exclusive of the expenses of materials and apparatus, is—

	£	s.	d.
For a period of two months and a-half, five days a-week,	5	0	0
For the same period, four days a-week,	4	4	0
For the same period, three days a-week,	3	10	0
For one month, daily,	3	3	0

PROGRAMME OF THE TIMES AND SUBJECTS OF THE SCHOLARSHIP EXAMINATIONS FOR THE SESSION 1858–59.

Examination Days.	From 9 to 12 o'clock, Noon	From 2 to 5 o'clock, P.M.
19th Oct. 1858.	Zoology and Botany, Physical Geography, Pathology.	Natural Philosophy, Mineralogy & Geology, Materia Medica, Therapeutics.
20th Oct. ,,	Modern Languages, Logic, Metaphysics, Theory of Agriculture.	English Language, English Literature, History, Chemistry.
21st Oct. ,,	Greek, Surveying, &c., Anatomy & Physiology, Political Economy, Jurisprudence, Civil Law.	Latin, Surveying, &c., Practical Anatomy, English Law.
22nd Oct. ,,	Latin.	Greek, Practical Chemistry.
23rd Oct. ,,	Mathematics.	Mathematics.

APPENDIX.

Outlines of the Courses of Lectures delivered by the Professors of the Faculty of Arts.

LITERARY DIVISION OF THE FACULTY OF ARTS.

Dean—WILLIAM RUSHTON, A.M.

In Greek and Latin the Classification of the Students is irrespective of their Collegiate standing; those of the First and Second years being distributed between two classes according to their proficiency. There is also in each of these Departments an Extra Class, the attendance on which is voluntary, and which consists generally of those Students who propose to become Candidates for Degree of A.M. or Classical Honors in the Queen's University, or for appointments in the Civil Service of the East India Company.

Both the Extra and Ordinary Classes are open to Non-Matriculated Students, *i.e.*, to gentlemen who have not yet commenced their Undergraduate course, or who do not intend to take *Degrees in Arts.*

THE GREEK LANGUAGE.

Professor—JOHN RYALL, LL.D.

Junior Class, Monday, Friday, 10–11; Wednesday, Thursday, 9–10 A.M.
Senior Class, Monday, Friday, 2–10; Wednesday, 10–11 A.M.
Extra Class, Tuesday, Thursday, 10–11 A.M.
Junior Class, Herodotus, Book II.—Euripides, Medea.
Senior Class, Thucydides, Book I.—Sophocles, Œdipus, Coloneus.
Extra Class, Plato, Georgias—Pindar, Pythia.—Æschylus, Agamemnon.
Exercises in Prose and Verse, according to the proficiency of the Students. The books employed are, "Arnold's Introduction to Greek Prose Composition," and "Beatson's Progressive Exercises on the Composition of Greek Iambic Verse."

Fee payable by Matriculated Students for the Undergraduate Course, £2 10s.

Fee payable by Non-Matriculated Students for each Sessional Course, £2.

THE LATIN LANGUAGE.

Professor—BUNNELL LEWIS, A.M.

Senior Class, Monday, 10 A.M., Wednesday, 9 A.M., Friday, 10 A.M.
Horace, Epistles Tacitus, Annals, Book I.
Junior Class, Monday, 9 A.M., Tuesday, 10 A.M., Wednesday, 10 A.M., Thursday, 10 A.M.
Virgil, Æneid, Book V.
Cæsar, Gallic War, Book VI.
Exercises in both Cases chiefly from Arnold's Introduction to Latin Composition.

---

* Each subsequent Course, £1.

† The Clinical Course not included.

‡ *Hospital Attendance.*—Clinical Lectures on Medicine and Surgery, are delivered at the North and South Infirmaries, by the Physicians and Surgeons of these Institutions.

	£	s.	d.
Fee for twelve months,	£8	8	0
Fee for six months,	5	0	0

Practical Pharmacy at the same Infirmaries.

Fee for three months,	3	0	0

Clinical Midwifery at the Lying-in Hospital, with Practical Attendance upon Thirty Midwifery cases.

Fee for six months,	£3	3	0

Further information may be had from the Medical Officers at the Infirmaries.

Fee for the whole Undergraduate Course, £2 10*s.*

Fee payable by Non-Matriculated Students for each Sessional Course, £2.

Extra Class, Tuesday and Thursday, 11 A.M.
Persius.
Cicero, De Oratore, Book I.

In this Class special attention is paid to original Latin Composition, and to translation from English Authors into Latin. Fee £2.

MODERN HISTORY, ENGLISH LITERATURE, AND THE HISTORY OF THE ENGLISH LANGUAGE.

Professor, WILLIAM RUSHTON, A.M.

1st Term.—Modern History, Tuesday, Thursday, at 12 noon, and Saturday, at 11, A.M.

2nd Term.—English Literature, Tuesday, Thursday, at 12 noon, and Saturday, at 11, A.M.
The History of the English Language, Tuesday, Thursday, Saturday, 11 to 12 noon.

Modern History;

The Course will include General History from the 5th to the 15th Century, inclusive.

English Literature:

The Course will include the History of English Literature, along with a Critical Examination of its Standard Works from the earliest period up to the present day.

The History of the English Language:

The Lectures in this Course will treat of the History of the English Language, and its relationship to the Anglo-Saxon, along with its kindred tongues and dialects. In subservience to this arrangement the more remarkable stages through which the Anglo-Saxon passed into Semi-Saxon, the Semi-Saxon into Old English, and the Old English into Modern English, will be analyzed and explained Historically and Philologically.

Composition:

English Composition will, at stated periods, be required from the Students.

Fee payable by Matriculated Students for the Undergraduate Course, £2 10s

Fee payable by Non-Matriculated Students for each Sessional Course, £2.

MODERN LANGUAGES

Professor, R. DE VERICOUR, D. ès. L.

Senior French Class (Medical) Mondays, Wednesdays, Fridays, 12–1 P.M.

Junior French Class (Arts) Mondays, Wednesdays, Fridays, 1–2 P.M.

Italian Class, Mondays, Wednesdays, Fridays, 2–3 P.M.

German Language, Tuesdays and Fridays, 2–3 P.M.

Senior French—Eloges des membres de l'Académie de Médicine, par Pariset. Extracts from Bichat, Andral, Lallamand. Weekly Lectures on the Grammar and Idioms

Junior French—Bossuet's Oraisons Funèbres Fables de Lafontaine, Racine's Athalie. and Esther Histoire de la Revolution Française, par Mignet. Barthe's Histoire de la Littérature Française. Extracts from Villemain, Châteaubriand, and Lamartine. Weekly Lectures on the Grammar and Idioms.

Italian—Silvio Pellico. Tasso. Extracts from Macchiavelli, Guicciardini, Davila, Manzoni Weekly Lectures.

German—Göethe's Ballads and Egmont. Schiller's Wilhelm Tell. National Literatur, Von A. F. Vilmar. Weekly Lectures.

SPECIAL COURSE NOT REQUIRED FOR A DEGREE.

CELTIC LANGUAGES.

Professor, OWEN CONNELLAN, Esq.

Monday, Wednesday, Friday, 12–1 P.M.

Subject—I. The Celtic Family of Languages. and its existing derivations, the Erse or Gaelic, Manx, Welch, Armorican, and Hiberno-Celtic. The Ogham Alphabet. The Ancient Literature of Ireland, viz.:—The earlier Bardic Compositions, the Ossianic Poems and Fenian Legends; View of the Contemporaneous state of Society in Ireland *

„ II. The Irish Language as now extant, its Grammar, Vocabulary, and Dialects. In this part of the course, the Student will be taught to speak and write the language grammatically.

Fee for each Sessional Course, £2.

SCIENCE DIVISION OF THE FACULTY OF ARTS.

Dean—GEORGE S. READ, A.M.

MATHEMATICS.

Professor, G. BOOLE, LL.D.

Students in Mathematics will be divided into Two Classes, viz.: the Junior Class, consisting chiefly of Students of the First Year, and the Senior Class, consisting of Students of the Second Year. Each or both of these Courses will, if necessary, be subdivided for the purpose of instruction according as may be deemed convenient.

Junior Mathematics, .	Monday, Wednesday, and Friday, . .	12–1, P.M.
Senior Mathematics, .	Monday, Wednesday, and Friday, . .	2–3, P.M.

Subject—I. Fractional and Decimal Arithmetic, the Elements of Euclid, with deductions from the propositions; Algebra, including the Theory and Solution of the Higher Equations; the Binomial and Exponential Theorems, &c. Plane and Spherical Trigonometry, with their principal applications to Mensuration, Geodesy, Astronomy, &c. The Elements of Solid Geometry, and the Conic Sections

„ II. Analytical Geometry and the Conic Sections, the Differential and Integral Calculus, together with the subjects named in the previous Course, as far as recapitulation may be needed. The special object designed in these Lectures will be to prepare the Students for the pursuit of Mathematical Physics and Astronomy.

⁂ To the Students of each Class, weekly questions will be set, to which written answers will be expected

N.B.—The above Classes are open to Students before as well as after Matriculation.

Fee payable by Matriculated Students for the Undergraduate Course, £2 10*s*.

Fee payable by Non-Matriculated Students for each Sessional Course, £2.

LOGIC AND METAPHYSICS.

Professor, GEORGE S. READ, A.M.

2nd Term. Logic, Tuesday, Thursday, 12–1, P.M., and Saturday, 9–10.

1st & 2nd Terms. Metaphysics, Tuesday, Thursday, 1–2, P.M., and Saturday, 10–11.

Logic.—This Course consists of:—

I.—Lectures, Examinations, and Exercises in Aldrich's Compendium of Logic, occupying the early part of the Term, &c.

II.—A full discussion of Classification, the Theory of Hypothetical Syllogisms and of Induction, and the new Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Throughout the Course the Students will be expected to familiarize themselves with the reduction of arguments to their strict Logical Form by written exercises which will be examined by the Professor.

N.B.—Students who are proceeding to the Degree of A.B. may attend at their option in the Third Year the Course of Lectures of the Professor of Metaphysics, or the Lectures of the Professor of Jurisprudence and Political Economy.

Metaphysics.—This Course will embrace:—

I.—The Philosophy of the Inductive Sciences, illustrated by reference to Lord Bacon, Whewell, and Mill; and—

II.—The History of Mental Philosophy, comprising—

1st.—The origin, progress, and development of Modern Philosophy anterior to the rise of the Scottish School.

2nd.—A critical examination of the works of the more celebrated writers of that School.

3rd.—A brief review of the present state of Philosophy in the British Islands and on the Continent.

JURISPRUDENCE AND POLITICAL ECONOMY.

Professor, RICHARD HORNER MILLS, A.M.

Jurisprudence.—Nature of the subject and some of its Elementary Principles; with a sketch of the leading changes in the law from the Conquest to the present period; and notice of the measures for law reform which are now proposed.

Political Economy.—The nature and distribution of wealth, the principles which regulate Rents, Profits, and Wages; the Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking.

---

* The Lectures will be illustrated by reference to Irish MSS., and such publications on Irish Historical and General Literature as are at present accessible.

APPENDIX A.

General Regulations of College, &c.

Text Books recommended :—

Adam Smith—Wealth of Nations.
Senior—Political Economy.
Longfield—Political Economy
Longfield—Lectures on Commerce.
Huskisson—"Question Stated."
Reddie—Inquiries on Science of Law.
Lord Bacon—Tract on Universal Justice, by D. C. Heron.
John Stuart Mill—Political Economy.

The Course consists of Twenty-four Lectures, delivered in the months of December, February, and March; the Students are required in the intervals to prepare the subjects which will be pointed out by the Professor.

CHEMISTRY.

Professor, JOHN BLYTH, M.D.

Monday, Wednesday, and Friday, 11–12, A.M.

The Course is divided into Inorganic and Organic Chemistry.

In the first part are discussed the Laws of Combination and Affinity, Molecular Chemistry and Crystallography, and the History of the Non-Metallic and Metallic substances.

In the Organic portion of the Course will be considered the subjects of Organic Analysis, Organic Series, Compound Radicals and Types, Metamorphoses of Organic Bodies, History of special Animal and Vegetable Bodies.

In treating of the Laws of Chemistry, and the History of Inorganic and Organic Bodies, those points will be chiefly dwelt upon which have a practical bearing in the Arts, Medicine, Engineering, and Agriculture. Thence, during the Course, attention will be directed to the application of Chemistry to Medicine and Physiology, to Metallurgic Operations, Chemical Manufacture, Building Materials, Soils, Manures.

Fee, for each Sessional Course, £2. Each subsequent Course in Medicine, £1.

Analytical Chemistry :

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, for students desirous of prosecuting an extended course of qualitative and quantitative analysis, and for the purpose of original investigation in connexion with the arts, or in the higher departments of Scientific Chemistry.

Fee, exclusive of the expense of materials and apparatus :

For a period of two months and a half, five days a week, ...	£5	0	0
For the same period, four days a-week, .	4	4	0
For the same period, three days a-week, .	3	10	0
For one month daily, ...	3	3	0

NATURAL PHILOSOPHY.

Professor, JOHN ENGLAND, A.M.

Experimental Physics (Senior) :

Attended by Arts Students of the 3rd year, and Engineering Students of the 2nd year.

Hours of Lecture, 10 to 11, on Mondays, Wednesdays, and Fridays.

Text Books, Galbraith and Haughton's Manuals of Mechanics, Hydrostatics, &c. Pouillet, Traite de Physique.

Experimental Physics (Junior) :

Attended by Medical and Agricultural Students of the first year.

Days of Lecture—Tuesdays and Thursdays, 11 to 12.

Text Books—Dr. Golding Bird's Natural Philosophy. Ganot, Traite de Physique.

Mathematical Physics :

Optional Course for Arts Students of the 3rd year, Tuesdays, Thursdays, and Saturdays, from 1 to 2.

Text Books—Duhamel's Mecanique, Vol. I., omitting Attractions, and Vol. II., Central Forces. Lloyd's Light and Vision, Part I., omitting Chapters IV. and VII. Part II., Chapters I. and II. Brinkley's Astronomy.

Engineering Physics :

Special Course for Engineering Students of the 2nd year, Mondays, Wednesdays, and Fridays, from 12 to 1, P.M.

Text Books—Tate's Exercises in Mechanics, selections from the works of Moseley, De Pambour, Weisbach, &c.

Senior Mathematical Class (for Candidate Masters) :

Monday, Wednesday, Friday, from 9 to 10.

Text Books—Duhamel's Mecanique, complete. Pratt's Mechanical Philosophy, Chapters IV. and V. Brinkley's Astronomy. Lloyd's Light and Vision.

NATURAL HISTORY.

Professor, JOSEPH REAY GREENE, A.B.

Zoology :

Preliminary Explanation of the Nature of the Science and its Sub-divisions. Animal Morphology and Histology. Physiology. General Review of the leading Animal Functions, and the Physico-chemical changes connected with their performance. Psychical endowments of Animal beings. Comparative view of the structure and modes of action of the Nervous System and Organs of Sense in the various groups of Animals. Development of Animal Forms.

Systematic Zoology. Principles of Zoological Classification. Characteristics of the five types of Animal structure. Summary of the several Classes and Orders of the Animal Kingdom. Distribution of Animal Life.

This Course to be illustrated by the specimens contained in the College Museum, being Animals selected from the Fauna of the district, and microscopic preparations.

Text Books—Carpenter's Principles of Comparative Physiology. Patterson's Zoology for Schools.

Botany :

General Morphology of the Plant. Structure of the Organs of Vegetation and Reproduction. Systematic Botany. The Linnean System; method of studying Plants thereby. The natural system. Botanical demonstrations, including the examination and identification of Native Plants. Physiological Botany. Life History of Plants. Vegetable Histology. Distribution of Vegetable forms.

Text Books—Gray's First Lessons in Botany. Lindley's School Botany. Henfrey's Elementary Course of Botany.

N.B.—A separate Certificate of Attendance on the Botanical Course may be obtained.

Physical Geography (Faculty of Arts) :

Description of the Earth and Atmosphere, as connected with the Biological History of the Globe; distribution of Plants, as affected by Physical Considerations, and of Food Plants, as influenced by the wants or tastes of civilized Man; distribution of Animals, as dependent upon climate or domestication; Outlines of Ethnography.

Text Books—Hughes's Outlines of Physical Geography, 5th edition. Johnston's Physical Atlas.

GEOLOGY AND MINERALOGY.

Professor, ROBERT HARKNESS, F.R.S.L. & E., F.G.S.

Monday, Wednesday, and Friday, 1, P.M.

General structure of the Earth; the causes at present in operation which modify its surface, Nature of Rocks which enter into composition with the crust of the globe; description and classification of Sedimentary Deposits; Organic remains; Physical Geography of the Earth, during the several geological epochs; characters and nature of Igneous, Plutonic and Metamorphic Rocks; Mineral Veins—their contents and mode of occurrence; application of Geology to Engineering, Mining, Agriculture and Land Improvement.

Forms, Structure, Physical and Chemical characters of Minerals; descriptions of the most important simple materials—circumstances and conditions under which they are found.

CIVIL ENGINEERING.

Professor, ALEXANDER JACK, A.M.

Junior Class.—Monday, Wednesday, and Friday, 10–11, A.M.
Subject of Lectures—General Theory and application of the various Instruments required for Engineering Field-Work; Surveying and Levelling; Descriptive Geometry; Orthographic and Isometric Projection; Perspective.

Senior Class.—Tuesday, Thursday, and Saturday, 10–11 A.M.
Principles of Architecture; Materials used in construction; Construction of Bridges, Roads, Railways, Canals, &c.; Hydraulic Engineering; Strength of Materials.

Drawing Office—Attended by Junior and Senior Classes.—Tuesday, Thursday, and Saturday, 10 A.M.—2 P.M.

The Junior Class are chiefly employed in drawing the problems given at lectures, and a few easy examples of their application, and in Mapping. The Senior Class in making working drawings of examples of the subjects of lectures.

Practical Instruction in the Field in the uses of Surveying Instruments will be given during the Session.

Fee for each Sessional Course in Surveying and Engineering, &c., ...	£2	0	0
Drawing, ...	1	10	0

APPENDIX A.

General Regulations of College, &c.

AGRICULTURE.

Professor, EDMUND MURPHY, A.B.

Subjects of Examination for the Agricultural Scholarships of the Second Year.

Theory of Agriculture—The Organs, Nutritions, Growth, and Products of Agricultural Plants. Agricultural Botany. Constituents of Plants, of Soils, and Agricultural Etymology of Manures Formation and Classification of Soils. Meteorology in relation to Agriculture.

Subjects of the Sessional Examination in Agriculture at the end of Second Session.

Practice of Agriculture.—Agricultural Implements and Machines. On Sheltering, Fencing, Draining and Deepening Land. Culture of Farm Crops Construction of Farm Buildings. Reclamation and Irrigation of Land, Valuation of Land and Farm Finance.

Text Books in the Theory of Agriculture—Henfry's Structural and Physiological Botany. Johnston's Lectures on Agricultural Chemistry and Geology

In the Practice of Agriculture—Stephen's Book of the Farm, and Morton's Encyclopœdia.

Subjects of Examination in the History and Diseases of Farm Animals.

Animal Physiology in reference to Farm Animals. The Natural History of Farm Animals. The Breeding, Rearing, and general management of Farm Animals, with their diseases and the ordinary remedies.

SPECIAL PROSPECTUS of COURSES useful in qualifying for COMPETITIVE EXAMINATIONS.

Special Prospectus of Courses for Competitive Examinations

I.—SPECIAL PROSPECTUS of COURSES of INSTRUCTION given in the COLLEGE which are applicable to the EXAMINATION for the CIVIL SERVICE of the EAST INDIA COMPANY.

Subjects of Examination for the Civil Service of the East India Company.	*Lectures on these Subjects in Queen's College, Cork.*
1. ENGLISH LANGUAGE and LITERATURE: *a.* Composition, . . . Marks, 500 *b.* English Literature, including that of the Laws, and Constitution, . . . Marks, 1,000 1,500	HISTORY and ENGLISH LANGUAGE—*Professor*, William Rushton, A.M. *First Term.*—Modern History; Tuesday, Thursday, Saturday, 11 to 12. *Second Term.*—English Literature; Tuesday and Thursday, 12 to 1; Saturday, 11 to 12. History of the English Language, Tuesday, Thursday, Saturday, 11 to 12. English Composition will, at the stated periods, be required from the students
2. LANGUAGE, LITERATURE, and HISTORY of GREECE: Marks, 750	GREEK—*Professor*, John Ryall, LL.D. Senior Class: Monday, Friday, 9 to 10; Wednesday, 10 to 11. Junior Class: Monday, Friday, 10 to 11; Wednesday, Thursday, 9 to 10. Extra Class: Tuesday, Thursday, 10 to 11.
3. LANGUAGE, LITERATURE, and HISTORY of ROME: Marks, 750	LATIN—*Professor*, Bunnell Lewis, A.M. Senior Class Monday, Friday, 10 to 11; Wednesday, 9 to 10. Junior Class: Monday, 9 to 10; Tuesday, Wednesday, Thursday, 10 to 11. Extra Class: Tuesday and Thursday, 11 to 12. The Extra Class, both in Latin and Greek, the attendance on which is voluntary, consists generally of those students who propose to become Candidates for the Degree of M.A., or Classical Honors, in the Queen's University, or for appointments in the Civil Service in the East India Company.
4. LANGUAGE, LITERATURE, and HISTORY of FRANCE: Marks, 375	FRENCH—*Professor*, R. De Vericour, D. ès. L. Senior Class: Monday, Wednesday, Friday, 12 to 1. Junior Class: Monday, Wednesday, Friday, 1 to 2.
5. LANGUAGE, LITERATURE, and HISTORY of GERMANY: Marks, 375	GERMAN. Tuesday, Thursday, 2 to 3.
6. LANGUAGE, LITERATURE, and HISTORY of ITALY: Marks, 375	ITALIAN. Monday, Wednesday, Friday, 2 to 3.
7. MATHEMATICS, Pure and Mixed: Marks, 1,000	MATHEMATICS—*Professor*, George Boole, LL.D. Junior Class: Monday, Wednesday, Friday, 12 to 1. Senior Class: Monday, Wednesday, Friday, 2 to 3. MATHEMATICAL PHYSICS—*Professor*, John England, A.M. Tuesday, Thursday, Saturday, 1 to 2.
8. NATURAL SCIENCES: that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy: Marks, 500	CHEMISTRY—*Professor*, John Blyth, M.D. Monday, Wednesday, Friday, 11 to 12. EXPERIMENTAL PHYSICS (Electricity and Magnetism)—*Professor*, John England, A.M. Monday, Wednesday, Friday, 10 to 11. NATURAL HISTORY—*Professor*, Joseph Reay Greene, A.B. Monday, Wednesday, and Friday, 3 to 4. GEOLOGY and MINERALOGY—*Professor*, Robert Harkness, F.R.S.L. & E., F.G.S. Monday, Wednesday, Friday, 1 to 2.
9. MORAL SCIENCES: that is, Logic, Mental, Moral, and Political Philosophy: Marks, 500	LOGIC and METAPHYSICS—*Professor*, G. S. Reade, A.M. Logic: Tuesday, Thursday, 2 to 3; Saturday, 9 to 10. Metaphysics: Tuesday, Thursday, 1 to 2; Saturday, 10 to 11. JURISPRUDENCE and POLITICAL ECONOMY—*Professor*, Richard Horner Mills, A.M.

APPENDIX A. II.—COURSES of INSTRUCTION given in the COLLEGE which are applicable to the EXAMINATION for DIRECT APPOINTMENT to the Advanced or Practical Class of the ROYAL MILITARY ACADEMY at WOOLWICH.

Special Prospectus of Courses for Competitive Examinations

Subjects of Examination for the direct appointments to the Practical Class at Woolwich.	*Lectures on these Subjects in Queen's College, Cork.*
MATHEMATICS (Pure): Marks, 2,000	*Professor*, George Boole, LL.D. Junior Class: Monday, Wednesday, Friday, 12 to 1. Senior Class: Monday, Wednesday, Friday, 2 to 3.
MATHEMATICS (Mixed):— Statics, Dynamics, Hydrostatics: Marks, 1,500	*Professor*, J. England, A.M. Tuesday, Thursday, Saturday, 1 to 2 o'clock.
LANGUAGE, LITERATURE, GEOGRAPHY, and HISTORY of ANCIENT ROME: Marks, 1,000	*Professor*, Bunnell Lewis, A.M. Junior Class: Monday, 9 to 10; Tuesday, Wednesday, Thursday, 10 to 11.
LANGUAGE, LITERATURE, GEOGRAPHY, and HISTORY of ANCIENT GREECE: Marks, 750	*Professor*, John Ryall, LL.D. Junior Class: Monday and Friday, 10 to 11; Wednesday and Thursday, 9 to 10.
LANGUAGE, LITERATURE, and HISTORY of FRANCE: Marks, 1,000 And GERMANY: Marks, 750	*Professor*, Raymond De Vericour, D. ES. L. Monday, Wednesday, Friday, 12 to 3.
ENGLISH LANGUAGE, LITERATURE, COMPOSITION, HISTORY, and GEOGRAPHY: Marks, 1,250	*Professor*, William Rushton, A.M. Tuesday, Thursday, Saturday, 11 to 12.
EXPERIMENTAL SCIENCES:— Chemistry: } Marks, 1,000	*Professor*, John Blyth, M.D. Monday, Wednesday, and Friday, 11 to 12.
HEAT, ELECTRICITY, including MAGNETISM: }	*Professor*, John England, A.M. Monday, Wednesday, Friday, 10 to 11.
NATURAL SCIENCES:— Mineralogy and Geology: Marks, 750	*Professor*, Robert Harkness, F.R.S.L. & E., F.G.S.
MORAL SCIENCES: } Marks, 1,000	*Professor*, George Sidney Read, A.M. Tuesday, Thursday, Saturday, 12 to 2.
POLITICAL SCIENCES: }	*Professor*, R. H. Mills, A.M.
DRAWING, *i.e.*, Elementary Geometrical Drawing, including the use of Drawing Instruments, and either Machinery, Architectural, Engineering, or Landscape: Marks, 750	*Professor*, Alexander Jack, A.M. Monday, Wednesday, and Friday, 10 to 11.

Residences.

RESIDENCES.

There is no accommodation for the residence of students within the College, but it is provided by the Statutes that every Matriculated Student, being under the age of Twenty-one Years, shall reside, during the College Terms, with his parent or guardian, or with some relation or friend, to whose care he shall have been committed by his parent or guardian, or in one of the undernamed Boarding houses, licensed by the President of the College, and arranged for the reception of students, who are then placed under the moral care and spiritual charge of the Deans of Residence of their respective creeds.

The Terms for Board and Lodging are generally at the rate of from £30 to £40 a-year.

DEANS OF RESIDENCES.

Established Church, .	. Rev. George Webster.
Presbyterian Church, .	. Rev. William Magill.
Wesleyan Communion,	. Rev. Daniel Macafee.

LICENSED BOARDING HOUSES.

Mr. Jeremiah Morony's, .	. 9, King-street.
Mrs. Jane Heron's, .	. 14, Hardwick-street.
Mrs. John Martin's, .	. 12, North Mall.
Mr. John O'Sullivan's, .	. 52, South Mall.
Mr. Edward Duke's, .	. 54, Duncan-street.
Mrs. O'Regan's, . .	. Sunday's Well.

For terms, &c., application to be made to the different proprietors.

N.B.—Letters from persons desiring further information to be addressed to the Registrar.

Signed,

By Order of the President,

ROBERT JOHN KENNY, *Registrar*.

APPENDIX B.

APPENDIX B.

Examination
Papers for
Scholarship
Examinations

SELECTION of the principal PAPERS of QUESTIONS used at the EXAMINATIONS for SCHOLARSHIPS in QUEEN'S COLLEGE, CORK, Session 1858–59.

SENIOR LITERARY SCHOLARSHIP.

Translate—

ARISTOPHANES—*The Frogs*
(vv. 907 to 947, inclusive).

ÆSCHYLUS—*Agamemnon*
(vv. 681 to 735 inclusive).

1. State the chief points of contrast between the literary characters of Æschylus and Euripides, as drawn by Aristophanes.

2. Comment on the following phrases and expressions:—*λαβὼν παρὰ Φρυνίχῳ τραφέντας—πρόσχημα τῆς τραγῳδίας—ῥήματα βόεια ὀφρῦς ἔχοντα καὶ λόφους—ξουθὸν ἱππαλεκτρυόνα—ἀνέτρεφον μονῳδίας—Κηφισοφῶντα μιγνὺς—οὐξιὼν πρώτιστα μέν μοι τὸ γένος εἴπ' ἂν εὐθὺς τοῦ δράματος.*

3. Distinguish between *ἄττα* and *ἅττα*.

4. Trace the origins of Greek tragedy and comedy respectively; and distinguish between the different kinds of the latter.

5. Derive and explain the terms *τραγῳδία* and *τρυγῳδία*

6. Translate into Iambic verse:—

Brut. What means this shouting? I do fear the people
Choose Cæsar for their king.
Cas. Ay, do you fear it?
Then must I think thou wouldst not have it so.
Brut. I would not, Cassius; yet I love him well;
But wherefore do you hold me here so long?
What is it that you would impart to me?
If it be ought toward the general good,
Set honour in one eye, and death i' the other,
And I will look on both indifferently.

THIRD YEAR'S LITERARY SCHOLARSHIPS.

Translate the following extracts; making such comments as you may think necessary, and noticing any various readings which you may remember:—

A.

ὦ, πατὲρ, ἦτοι σεῖο μέγα κλέος αἰὲν ἄκουον,
χεῖράς τ' αἰχμητὴν ἔμεναι, καὶ ἐπίφρονα βουλήν·
ἀλλὰ λίην μέγα εἶπες· ἄγη μ' ἔχει· οὐδέ κεν εἴη,
ἄνδρε δύω πολλοῖσι καὶ ἰφθίμοισι μάχεσθαι.
μνηστήρων δ' οὔτ' ἄρ' δεκὰς ἀτρεκὲς, οὔτε δύ' οἶαι,
ἀλλὰ πολὺ πλέονες· τάχα δ' εἴσεαι ἐνθάδ' ἀριθμόν.

B.

'Αντίνο', οὐ μὲν καλ' ἔβαλες δύστηνον ἀλήτην,
Οὐλόμεν', εἰ δή πού τις ἐπουράνιος θεός ἐστιν!
καί τε θεοὶ ξείνοισιν ἐοικότες ἀλλοδαποῖσιν,
παντοῖοι τελέθοντες, ἐπιστρωφῶσι πόληας,
ἀνθρώπων ὕβριν τε καὶ εὐνομίην ἐφορῶντες.

C.

ὣς εἰπὼν, ἐπέεσσι διεπτοίησε γυναῖκας,
βὰν δ' ἴμεναι διὰ δῶμα· λύθεν δ' ὑπὸ γυῖα ἑκάστης
ταρβοσύνῃ· φὰν γάρ μιν· ἀληθέα μυθήσασθαι,
αὐτὰρ ὁ πὰρ λαμπτῆρσι φαείνων αἰθομένοισιν
ἑστήκει ἐς πάντας ὁρώμενος· ἄλλα δέ οἱ κῆρ
ὥρμαινε φρεσὶν ᾗσιν, ἅ ῥ' οὐκ ἀτέλεστα γένοντο.

D.

ὦ κοινὸν αὐτάδελφον 'Ισμήνης κάρα,
ἆρ' οἶσθ', ὅτι Ζεὺς τῶν ἀπ' Οἰδίπου κακῶν
ὁποῖον οὐχὶ νῷν ἔτι ζώσαιν τελεῖ;
οὐδὲν γὰρ οὔτ' ἀλγεινὸν, οὔτ' ἄγης ἄτερ
οὔτ' αἰσχρὸν οὔτ' ἄτιμόν ἐσθ', ὁποῖον οὐ
τῶν σῶν τε κἀμῶν οὐκ ὄπωπ' ἐγὼ κακῶν.

E.

'Αμήχανον δὲ παντὸς ἀνδρὸς ἐκμαθεῖν
ψυχήν τε καὶ φρόνημα καὶ γνώμην, πρὶν ἂν
ἀρχαῖς τε καὶ νόμοισιν ἐντριβὴς φανῇ.

F.

Εὐδαίμονες, οἷσι κακῶν ἄγευστος αἰών.
οἷς γὰρ ἂν σεισθῇ θεόθεν δόμος, ἄτας
οὐδὲν ἐλλείπει, γενεᾶς ἐπὶ πλῆθος ἕρπον·
ὁμοῖον ὥστε ποντίαις
οἶδμα δυσπνόοις ὅταν
Θρῄσσῃσιν ἔρεβος ὕφαλον ἐπιδράμῃ πνοαῖς, κυλίνδει
βυσσόθεν κελαινὰν
θῖνα καὶ δυσάνεμον,
στόνῳ βρέμουσι δ' ἀντιπλῆγες ἀκταί.

G.

γνώσει, τέχνης σημεῖα τῆς ἐμῆς κλύων.
εἰς γὰρ παλαιὸν θᾶκον ὀρνιθοσκόπον
ἵζων, ἵν' ἦν μοι παντὸς οἰωνοῦ λιμήν,
ἀγνῶτ' ἀκούω φθόγγον ὀρνίθων, κακῷ
κλάζοντας οἴστρῳ καὶ βεβαρβαρωμένῳ.

H.

ἀπωλόμην, Μενέλαε· Τυνδάρεως ὅδε
στείχει πρὸς ἡμᾶς, οὗ μάλιστα αἰδώς μ' ἔχει
ἐς ὄμματ' ἐλθεῖν τοῖσιν ἐξειργασμένοις

I.

τοῦτ' ἐκεῖνο, "κτᾶσθ' ἑταίρους μὴ τὸ συγγενὲς μόνον·"
ὡς ἀνὴρ, ὅστις τρόποισι συντακῇ, θυραῖος ὤν,
μυρίων κρείσσων ὁμαίμων ἀνδρὶ κεκτῆσθαι φίλος.

K.

'Αργεῖον ξίφος ἐκ θανάτου πέφευγα
βαρβάροις ἐν εὐμαρίσιν,
κεδρωτὰ παστάδων ὑπὲρ τέρεμνα,
Δωρικάς τε τριγλύφους,
Φροῦδα, φροῦδ', (ὦ Γᾶ, Γᾶ!) βαρβάροισι δρασμοῖς.

1. State and examine the *historical* grounds upon which the Wolfian theory, as to the authorship of the Homeric poems, rests.

2. What recorded circumstance, in the public life of Sophocles, serves to fix the date of the first representation of the Antigone?

3. At what times did the Dramatic contests take place at Athens? To what regulations were the competitors for the prizes subjected? and how were the expenses defrayed?

Translate into Trimeter Iambics:—

"Now, most noble Brutus,
The Gods to-day stand friendly; that we may,
Lovers in peace, lead on our lives to age!
But, since the affairs of men rest still uncertain,
Let's reason with the worst that may befall.
If we do lose this battle, then is this
The very last time we shall speak together:
What are you then determined to do?"

SECOND YEAR'S LITERARY SCHOLARSHIPS.

Translate:—

A.

Μετὰ δὲ Σόλωνα οἰχόμενον ἔλαβε ἐκ θεοῦ νέμεσις μεγάλη Κροῖσον, ὡς εἰκάσαι, ὅτι ἐνόμισε ἑωυτὸν εἶναι ἄνθρωπον ἁπάντων ὀλβιώτατον. αὐτίκα δέ οἱ εὕδοντι ἐπέστη ὄνειρος, ὅς οἱ τὴν ἀληθείην ἔφαινε τῶν μελλόντων γίνεσθαι κακῶν κατὰ τὸν παῖδα.

B.

Κροῖσος δὲ ἐπείτε διαβὰς τὸν Ἅλυν ποταμὸν σὺν τῷ στρατῷ ἀπίκετο τῆς Καππαδοκίης ἐς τὴν Πτερίην καλεομένην (ἡ δὲ Πτερίη ἐστὶ τῆς χώρης ταύτης τὸ ἰσχυρότατον, κατὰ Σινώπην πόλιν τὴν ἐν Εὐξείνῳ πόντῳ μάλιστά κῃ κειμένη), ἐνθαῦτα ἐστρατοπεδεύετο φθείρων τῶν Συρίων τοὺς κλήρους.

C.

Κατ' αὐτὸν δὲ Κροῖσον τάδε ἐγένετο. ἦν οἱ παῖς, τοῦ καὶ πρότερον, ἐπεμνήσθην, τὰ μὲν ἄλλα ἐπιεικής, ἄφωνος δέ. ἐν τῷ

APPENDIX B.
Examination Papers for Scholarship Examinations

ὧν παρελθούσῃ εὐεστοῖ ὁ Κροῖσος τὸ πᾶν ἐς αὐτὸν ἐπεποιήκεε, ἄλλα τε ἐπιφραζόμενος, καὶ δὴ καὶ ἐς Δελφοὺς περὶ αὐτοῦ ἐπεπόμφεε χρησόμενος. ἡ δὲ Πυθίη οἱ εἶπε τάδε

Λυδὲ γένος, πολλῶν βασιλεῦ, μέγα νήπιε Κροῖσε,
μὴ βούλευ πολύευκτον ἰὴν ἀνὰ δώματ' ἀκούειν
παιδὸς φθεγγομένου· τὸ δέ σοι πολὺ λώιον ἀμφὶς
ἔμμεναι. αὐδήσει γὰρ ἐν ἤματι πρῶτον ἀνόλβῳ.

D.

Γνῶμαι μὲν αὗται συνέστασαν, Κῦρος δὲ μετεὶς τὴν προτέρην γνώμην, τὴν Κροίσου δὲ ἑλόμενος, προηγόρευε Τομύρι ἐξαναχωρέειν ὡς αὐτοῦ διαβησομένου ἐπ' ἐκείνην. ἡ μὲν δὴ ἐξαναχώρεε κατὰ ὑπέσχετο πρῶτα· Κῦρος δὲ Κροῖσον ἐς τὰς χεῖρας ἐσθεὶς τῷ ἑωυτοῦ παιδὶ Καμβύσῃ, τῷ περ τὴν βασιληίην ἐδίδου, καὶ πολλὰ ἐντειλάμενός οἱ τιμᾶν καὶ εὖ ποιέειν, ἢν ἡ διάβασις ἡ ἐπὶ Μασσαγέτας μὴ ὀρθωθῇ, ταῦτα ἐντειλάμενος καὶ ἀποστείλας τούτους ἐς Πέρσας αὐτὸς διέβαινε τὸν ποταμὸν καὶ ὁ στρατὸς αὐτοῦ.

1. Extract A.—(*a*) *Μετὰ δὲ Σόλωνα οἰχόμενον.*—Give an example of a similar Latin idiom. (*b*) *ὡς εἰκάσαι.*—In what class of propositions is *ὡς* joined with the infinitive?

2. Extract B.—(*a*) Does the addition of the particle *κῃ* modify the force of the expression, *μάλιστη κειμένη*? (*b*) Explain the accentuation of *μαλιστα* in the extract.

3. Extract C.—(*a*) Give the *nominative* and other cases of *εὐεστοῖ*, and the derivation of the word. (*b*) Under what circumstances does the future participle follow a verb?

4. Extract D.—(*a*) How does *ὡς* qualify the genitive absolute? (*b*) Explain *κατά*.

5. Extract A.—What other phrase is employed by Herodotus, as equivalent to *ἐκ Θεοῦ νέμεσις*; and what appears to have been his opinion as to the moral government of the world?

6. Describe the positions of Halys (R.), Sinope, and Delphi.

Translate :—

E.

Ἐκ δὲ Θεσσαλίας Ὀρέστης ὁ Ἐχεκρατίδου υἱὸς τοῦ Θεσσαλῶν βασιλέως φεύγων ἔπεισεν Ἀθηναίους ἑαυτὸν κατάγειν· καὶ παραλαβόντες Βοιωτοὺς καὶ Φωκέας ὄντας ξυμμάχους Ἀθηναῖοι ἐστράτευσαν τῆς Θεσσαλίας ἐπὶ Φάρσαλον. καὶ τῆς μὲν γῆς ἐκράτουν ὅσα μὴ προϊόντες πολὺ ἐκ τῶν ὅπλων (οἱ γὰρ ἱππῆς τῶν Θεσσαλῶν εἶργον), τὴν δὲ πόλιν οὐχ εἷλον, οὐδ' ἄλλο προυχώρει αὐτοῖς ὧν ἕνεκα ἐστράτευσαν, ἀλλ' ἀπεχώρησαν πάλιν Ὀρέστην ἔχοντες ἄπρακτοι.

F.

Τίς οὖν ἔσται ἡμῶν ὁ πόλεμος; εἰ μὴ γὰρ ἢ ναυσὶ κρατήσομεν ἢ τὰς προσόδους ἀφαιρήσομεν ἀφ' ὧν τὸ ναυτικὸν τρέφουσι, βλαψόμεσθα τὰ πλέω. κἂν τούτῳ οὐδὲ καταλύεσθαι ἔτι καλόν, ἄλλως τε καὶ εἰ δόξομεν ἄρξαι μᾶλλον τῆς διαφορᾶς. μὴ γὰρ ἐκείνῃ γε τῇ ἐλπίδι ἐπαιρώμεθα ὡς ταχὺ παυθήσεται ὁ πόλεμος ἢν τὴν γῆν αὐτῶν τέμωμεν. δέδοικα δὲ μᾶλλον μὴ καὶ τοῖς παισὶν αὐτὸν ὑπολίπωμεν· οὕτως εἰκὸς Ἀθηναίους φρονήματι μήτε τῇ γῇ δουλεῦσαι μήτε ὥσπερ ἀπείρους καταπλαγῆναι τῷ πολέμῳ.

1. Extract E.—Explain the construction *ὅσα μὴ προϊόντες*.

2. What, according to Thucydides, was the remote, and what the proximate cause of the rupture between Athens and Sparta?

Translate into Attic prose :—

"After this, all the allies attended in arms, and interred Brasidas at the public expense in the city, in front of the present market-place. And ever since, the Amphipolitans, having enclosed his tomb with a fence, have made offerings to him as to a hero, and have given him the honour of games and annual sacrifices. They also referred the settlement to him as its founder; demolishing the buildings of Hagnon, and obliterating whatever memorial of his founding the place was likely to remain: for they considered that Brasidas had been their preserver."

FIRST YEAR'S LITERARY SCHOLARSHIPS.

Translate :—

A.

Εἴθ' ὤφελ' Ἀργοῦς μὴ διαπτάσθαι σκάφος,
Κόλχων ἐς αἶαν κυανέας Συμπληγάδας,
μηδ' ἐν νάπαισι Πηλίου πεσεῖν ποτε
τμηθεῖσα πεύκη, μηδ' ἐρετμῶσαι χέρας
ἀνδρῶν ἀρίστων, οἳ τὸ πάγχρυσον δέρος
Πελίᾳ μετῆλθον.

B.

δράσω τάδ', ἀτὰρ φόβος, εἰ πείσω
δέσποιναν ἐμάν.
μόχθου δὲ χάριν τήνδ' ἐπιδώσω,
καίτοι τοκάδος δέργμα λεαίνης
ἀποταυροῦται δμωσίν, ὅταν τις
μῦθον προφέρων πέλας ὁρμαθῇ.

C.

λέγεις ἀκοῦσαι μαλθάκ', ἀλλ' εἴσω φρενῶν
ὀρρωδία μοι, μή τι βουλεύσῃς κακόν.

D.

ἀλλά σ' ὁ Μαίας πομπαῖος ἄναξ
πελάσειε δόμοις,
ὧν τ' ἐπίνοιαν σπεύδεις κατέχων
πράξειας, ἐπεὶ γενναῖος ἀνήρ,
Αἰγεῦ, παρ' ἐμοὶ δεδόκησαι.

E.

μὴ δῆτα, θυμέ, μὴ σύ γ' ἐργάσῃ τάδε.
ἔασον αὐτούς, ὦ τάλαν· φεῖσαι τέκνων.

F.

ἔχω τι κἀγὼ τοῖσδε σοῖς ἐναντίον
λόγοισιν εἰπεῖν· ἀλλὰ μὴ σπέρχου, φίλος,
λέξον δ' ὅπως ὤλοντο· δὶς τόσον γὰρ ἂν
τέρψειας ἡμᾶς, εἰ τεθνᾶσι παγκάκως.

1. Compare the modes of expressing a *wish*, as exemplified in extracts A and D, and point out the distinction between them.

2. Compare the constructions in B and C, sc. *φόβος, εἰ πείσω*, and *ὀρρωδία, μὴ βουλεύσῃς*, and state how the same distinction is marked in Latin.

3. State, accurately, the rules for the use of the *mood* and *tense* in expressing a *command* or a *prohibition* in Greek, as exemplified in E and F.

Translate :—

G.

Τὸν δ' ἠμείβετ' ἔπειτα βοῶπις πότνια Ἥρη·
αἰνότατε Κρονίδη, ποῖον τὸν μῦθον ἔειπες;
καὶ λίην σε πάρος γ' οὔτ' εἴρομαι οὔτε μεταλλῶ,
ἀλλὰ μάλ' εὔκηλος τὰ φράζεαι, ἅσσ' ἐθέλησθα.

H.

Δεῦρ' ἴθι, νύμφα φίλη, ἵνα θέσκελα ἔργα ἴδηαι
Τρώων θ' ἱπποδάμων, καὶ Ἀχαιῶν χαλκοχιτώνων,
οἳ πρὶν ἐπ' ἀλλήλοισι φέρον πολύδακρυν Ἄρηα
ἐν πεδίῳ ὀλοοῖο λιλαιόμενοι πολέμοιο·
οἱ δὴ νῦν ἕαται σιγῇ, πόλεμος δὲ πέπαυται,
ἀσπίσι κεκλιμένοι παρὰ δ' ἔγχεα μακρὰ πέπηγεν

I.

Ὄρνυσθ', ἱππόδαμοι Τρῶες, μηδ' εἴκετε χάρμης
Ἀργείοις· ἐπεὶ οὔ σφι λίθος χρώς, οὐδὲ σίδηρος,
χαλκὸν ἀνασχέσθαι ταμεσίχροα, βαλλομένοισιν,
οὐ μὰν οὐδ' Ἀχιλεύς, Θέτιδος πάϊς ἠυκόμοιο,
μάρναται, ἀλλ' ἐπὶ νηυσὶ χόλον θυμαλγέα πέσσει.

1. Parse the following verbs :—ἀποιμώξῃ, ὑπῆλθε, εἰδέναι, ἄραρεν, καθανεῖν, εἰρήσεται, ἠράσθη, ἀπέβη, πέποσθε, ἕαται, πέπηγεν.

2. Why is *ου accentuated* in the second line of extract I, and *unaccentuated* in the fourth line?

3. What is the subject of the Iliad?

Translate into Greek :—

1. Accustom yourself to confer benefits on the good.
2. I will perform this service for you.
3. It is necessary to hear what comes from the Gods.
4. Do not pursue what is disgraceful.
5. If you should be found guilty of murder, the citizens will put you to death.
6. Let us fly from the shamelessness of wicked men.

GRECIAN HISTORY.

1. Give a short account, with dates, of the origin and principal events of the Peloponnesian war.

2. Describe the geographical positions of the following places, and state with what events in Grecian history their names are associated :—Artemisium, Deceleia, Gaugamela, Leuctra, Ægospotami, Arginusæ.

JOHN RYALL, *Professor.*

SENIOR SCHOLARSHIPS.

Latin.

Write a short essay on the advantage of a knowledge of ancient coins, medals, and inscriptions to the student of Roman History.

Translate into Latin prose :—

Nor is the design abortive. It is a happy world after all. The air, the earth, the water, teem with delighted existence. In a spring noon, or a summer evening, on whichever side I turn my eyes, myriads of happy beings crowd upon my view. "The insect youth are on the wing." Swarms of new-born flies are trying their pinions in the air. Their sportive motions, their wanton mazes, their gratuitous activity, their continual change of place without use or purpose, testify their joy, and the exultation which they feel in their lately discovered faculties. A bee amongst the flowers in spring, is one of the most cheerful objects that can be looked upon. Its life appears to be all enjoyment : so busy, and so pleased ; yet it is only a specimen of insect life, with which, by reason of the animal being half domesticated, we happen to be better acquainted than we are with that of others. The whole winged insect tribe, it is probable, are equally intent upon their proper employments, and, under every variety of constitution, gratified, and perhaps equally gratified, by the offices which the Author of their nature has assigned them.

THIRD YEAR'S LITERARY SCHOLARSHIPS.

Latin.

1. Give a chronological list of the Roman Dramatic writers.

2. Sketch the character of Cicero as a statesman. Give the dates of his birth, the impeachment of Verres, and the Catilinarian conspiracy.

3. State and explain the rules for the quantity of the final syllable in Latin ; also mention the most important exceptions.

4. For what purposes was a dictator appointed by the Romans? How was his authority limited?

Translate into Latin lyrics :—

The oracles are dumb,
No voice or tedious hum
Runs through the arched roof in words deceiving.
Apollo from his shrine
Can no more divine,
With hollow shriek the steep of Delphos leaving.
No nightly trance, or breathed spell,
Inspires the pale-eyed priest from the prophetic cell.

The lonely mountains o'er,
And the resounding shore,
A voice of weeping heard and loud lament ;
From haunted spring and dale,
Edg'd with poplar pale,
The parting genius is with sighing sent ;
With flower-inwoven tresses torn
The nymphs in twilight shade of tangled thickets mourn.

APPENDIX B.

Examination Papers for Scholarship Examinations

Translate into Latin prose :—

Eudoxus and Leontine began the world with small estates. They were both of them men of good sense and great virtue. They prosecuted their studies together in their earlier years, and entered into such a friendship as lasted to the end of their lives. Eudoxus, at his first setting out into the world, threw himself into a court, where by his natural endowments and his acquired abilities he made his way from one post to another, until at length he had raised a very considerable fortune. Leontine, on the contrary, sought all opportunities of improving his mind by study, conversation, and travel. He was not only acquainted with all sciences, but with the most eminent professors of them throughout Europe. He knew perfectly well the interests of its princes, with the customs and fashions of their courts, and could scarce meet with the name of an extraordinary person in the Gazette whom he had not either talked to or seen. In short, he had so well mixt and digested his knowledge of men and books, that he made one of the most accomplished persons of his age.

SECOND YEAR'S LITERARY SCHOLARSHIPS.

Latin.

1. State the laws of the following metres, Hendecasyllables, Scazontic, Ionic a minore, Choriambic ; and give examples.

2. Mention the chief public buildings erected at Rome during the reign of Augustus.

3. Give some general rules for the derivation of French and Italian words from Latin.

4. What are the Roman names for Milan, Lyons, Tivoli, Amiens, the rivers Somme, Saone, Marne, Loire, and the lakes Maggiore, Como, and Garda?

5. Explain the uses of quum, with the subjunctive mood.

Translate into elegiacs :—

Whatever fruits in different climes are found,
That proudly rise or humbly court the ground,
Whatever blooms in torrid tracts appear,
Whose bright succession decks the varied year ;
Whatever sweets salute the northern sky
With vernal lives, that blossom but to die ;
These here disporting own the kindred soil,
Nor ask luxuriance from the planter's toil ;
While sea-born gales their gelid wings expand
To winnow fragrance round the smiling land.

Translate into Latin prose :—

Henry VIII. had ascended the throne of that kingdom in the year 1509, with such circumstances of advantage as promised a reign of distinguished felicity and splendour. The union in his person of two contending titles of York and Lancaster, the alacrity and emulation with which both factions obeyed his commands, not only enabled him to exert a degree of vigour and authority in his domestic government which none of his predecessors could have safely assumed, but permitted him to take a share in the affairs of the Continent, from which the attention of the English had long been diverted by their unhappy intestine divisions. The great sums of money which his father had amassed, rendered him the most wealthy prince in Europe. The peace which had subsisted under the cautious administration of that monarch had been of sufficient length to recruit the population of the kingdom after the desolation of the civil wars, but not so long as to enervate its spirit ; and the English, ashamed of having rendered their own country so long a scene of discord and bloodshed, were eager to display their valour in some foreign war, and to revive the memory of the victories gained on the Continent by their ancestors.

FIRST YEAR'S LITERARY SCHOLARSHIPS.

Latin.

1. Give a summary of Sallust's Jugurthine War.

2. Draw a map of Gaul in the time of Julius Cæsar. What are the modern names corresponding to Rhodanus, Carnutes, Garumna, Vesontio, Mediomatrici, Nemausus, Arelate, and Avaricum?

3. Give the principal parts of scindo, lavo, temno, molo, adipiscor, and percello.

4. State the laws of the Alcaic metre, with examples from Horace.

Re-translate into Latin :—

Friendship may be shortly defined a perfect conformity of opinions upon all religious and civil subjects, united with the highest degree of mutual esteem and affection : and yet from these simple circumstances, results the most desirable blessings (virtue alone excepted) that the gods have bestowed on mankind. I am sensible that in this opinion I shall not be universally supported : health and riches, honours and power, have each of them their distinct admirers, and are respectively pursued as the supreme felicity of human life ; whilst some there are (and the number is by no means inconsiderable), who contend that it is to be found only in the sensual gratifications. But the latter place their principal happiness on the same low enjoyments which constitute the chief good of brutes ; and the former, on those very precarious possessions that depend much less on our own merit than on the caprice of fortune.

They indeed who maintain that the ultimate good of man consists in the knowledge and practice of virtue, fix it undoubtedly, upon its truest and most glorious foundation ; but let it be remembered at the same time, that virtue is at once both the parent and the support of friendship.

B. Lewis, *Professor.*

MODERN LANGUAGES.

Translate into French, or German, or Italian :—

Homer claims, on every account, our first attention, as the father not only of epic poetry, but, in some measure, of poetry in general. Whoever sits down to read Homer, must consider that he is going to read the most ancient book in the world, next to the Bible. Without making this reflection he cannot enter into the spirit, nor relish the composition of the author. He is not to look for the correctness and elegance of the Augustan age. He must divest himself of our modern ideas of dignity and refinement, and transport his imagination almost three thousand years back in the history of mankind. What he is to expect is, a picture of the ancient world. He must reckon upon finding characters and manners that retain a considerable tincture of the savage state ; moral ideas as yet imperfectly formed ; and the appetites and passions of men brought under none of these restraints, to which, in a more advanced state of society, they are accustomed ; but bodily strength prized as one of the chief heroic endowments ; the preparing of a meal, and the appeasing of hunger, described as very interesting objects ; and the heroes boasting of themselves openly, scolding one another outrageously, and glorying, as we should now think very indecently, over their fallen enemies —*Blair.*

1. Give a brief account of the works of Boileau and Racine, especially with reference to their imitations of the ancients.

2. State what you know of the life and works of Goethe.

3. Give an outline of the influence of Dante on Italian literature.

R. De Vericour.

JUNIOR LITERARY SCHOLARSHIP.—THIRD YEAR.

1. Give a general view of English literature during the reign of Elizabeth.

2. What influence was exercised by Roger Ascham?

3. Describe the literary influences of Spenser, Shakespeare, and Bacon.

4. Mention the principal poets and prose writers who lived during the time of Charles I., and the Commonwealth.

5. Characterize the poetry of Milton, Dryden, and Pope.

6. What are the characteristics of Sir Thomas Browne's style?

7. Sketch the plot of Macbeth or Hamlet.

8. What foreign literature was admired or imitated in England, during the reigns of Charles II. and Queen Anne?

9. Enumerate the writings of Swift, and give your opinion of his style.

10. Trace the course of novel and romance literature, from the time of Scott to the present day.

11. Give an analysis of the feudal system.

SENIOR SCHOLARSHIP IN MODERN LANGUAGES AND HISTORY.

History.

1. Give a short account of the wars and legislation of Charlemagne, and describe the condition of the Western Empire at his death.

2. Give an analysis of the feudal system.

3. State the leading provisions of Magna Charta.

4. Sketch the rise and progress of the English Parliament.

5. State the origin and development of trial by jury.

FOR THE AGRICULTURAL SCHOLARSHIP.

1. Give some account of the history of the English language; stating from what sources the language is derived.

2. Give the derivation of the following words: *science, art, geology, mathematics, house, fire, water.*

3. Write a short essay on any one of the following subjects :

The benefit of agriculture.
The pleasures of a country life.
The adaptation of science to agriculture.

JUNIOR LITERARY SCHOLARSHIP.—SECOND YEAR.

1. Mention the tribes of settlers who invaded Britain in the fifth century ; state the places whence they came, and the parts of Britain in which they settled.

2. What changes took place in Anglo-Saxon after the Norman conquest? what caused those changes?

3. Give some account of Robert of Gloucester's Chronicle, and Robert de Brunne's Chronicle.

4. Describe the plan of Chaucer's Canterbury Tales ; state what you know of the language and versification of Chaucer.

5. From what language is our modern English derived?

6. Give a prose version, and a full explanation of the following passage :—

Cassius,
Be not deceived ; if I have veiled my look,
I turn the trouble of my countenance
Merely upon myself. Vexed I am
Of late, with passions of some difference,
Conceptions only proper to myself,
Which give some soil, perhaps, to my behaviour ;
But let not, therefore, my good friends be grieved,
(Among which number, Cassius, be you one,)
Nor construe any further my neglect
Than that poor Brutus, with himself at war,
Forgets the shows of love to other men.

7. Give the derivation of the following words: *deceived, veiled, countenance, difference, proper, behaviour, friends, grieved, forgets, shows, love.*

JUNIOR LITERARY SCHOLARSHIPS.—FIRST YEAR.

1. Write a short life of Xenophon, Horace, Cicero, or Cæsar.

2. Describe the conquests of Alexander the Great.

3. Mention the leading events of the first and second Punic Wars.

Wm. Rushton, a.m., *Professor.*

Appendix B.

Examination Papers for Scholarship Examinations

Junior Science Scholarship.

Geometry and Trigonometry.

1. State the object of the science of geometry.

2. Describe the different species of triangles; define also the terms quadrilateral, square, rhombus, and rhomboid.

3. Prove that the greater side of every triangle is opposite to the greater angle. Euclid xviii., 1.

4. Describe a square on a given straight line.

5. If the square described on one of the sides of a triangle be equal to the squares described on the two other sides, the triangle is right-angled.

6. Is the triangle whose sides are 5, 12, 13, right-angled or not?

7. Divide a right-angle into three equal angles.

8. Define the sine, tangent, and secant of an angle; one angle of a triangle is 75° 10′, and the difference of the two other angles is 40°, find them.

9. Prove the following formulæ, viz.:

$$\cos^2 A+\sin^2 A=1$$

$$\tan A=\frac{\sin A}{\cos A}=\frac{1}{\cot A}.$$

10. Show how to find the height of a tower standing on a horizontal plane by observations made on the plane.

11. The length of a person's shadow is twice his height; find the sun's altitude, having given tan 26° 34′ =·5.

12. What is meant by a table of logarithms? Write down the integral portion of the following logarithms to base 10, viz., log. 325, log. 32·5, log. 325.

Arithmetic and Algebra.

1. A railway has 16 stations; how many tickets are required that a person may travel from any one to any other?

2. Define greatest common measure and least common multiple.

3. Find the G. C. M. of 527751 and 645029, and reduce $\frac{527751}{645029}$ to its lowest terms.

4. Reduce $\dfrac{\frac{5}{7}+12\frac{1}{2}\times\frac{7}{3}}{6\frac{2}{5}}$ and $\dfrac{5\frac{1}{7}-3\frac{1}{4}}{6\frac{1}{2}-2\frac{1}{7}}$ to simple fractions.

5. Reduce $\frac{1}{3}$ of 14*s.* $9\frac{3}{4}$*d.* to the decimal of 10*s.* 6*d.*

6. Four persons rent a pasture for £100, and they stock it respectively with 14, 16, 18, and 20 head of cattle; how must the rent be divided?

7. Divide $6y^2+5xy-4x^2$ by $3y+4x$.

8. If the numerator of a fraction is increased by 1, its value becomes $\frac{1}{3}$; if the denominator is increased by 1, its value becomes $\frac{1}{4}$, find the fraction.

9. Solve the equation $\frac{x}{6}+\frac{x+8}{3}-1\frac{2}{3}=\frac{6x}{5}+6\frac{3}{5}$.

10. Solve the quadratic equation $x^2-8x=-15$.

11. Solve the simultaneous equations—

$$\frac{x}{5}+\frac{y}{3}=8,\ \frac{x}{10}-\frac{y}{9}=-1.$$

12. Solve the simultaneous equations $x^2-y^2=a^2$, $xy=b^2$.

13. Define proportion, and prove that if $a:b::c:d$, then $a+b:a-b::c+d:c-d$, and $a^2+2b^2:a^2::c^2+2d^2:c^2$.

14. Find the area of a circular ring whose internal and external diameters are $2\frac{1}{2}$ and $7\frac{1}{2}$ feet respectively.

15. Find the diameter of the base of a cone whose altitude is six feet, and solid content $19\frac{1}{2}$ cubic feet.

Second Year's Science Scholarship.

Arithmetic and Algebra.

1. Reduce to its simplest decimal expression $13\frac{2}{5}+1\frac{1}{4}+8\frac{5}{123}-4\frac{1}{5}$.

2. The diameter of the earth's orbit is 192,000,000 miles; supposing it circular, how far does the earth travel in one second?

3. Solve the equations—

$$3x+2\sqrt{x}-1=0$$

$$2\sqrt{x}+\frac{2}{\sqrt{x}}=5$$

$$x+5-\sqrt{x+5}=6.$$

4. Prove that if a and b be the roots of the quadratic equation $x^2+px+q=0$, then $p=-(a+b)$, $q=ab$, and $\sqrt{p^2-4q}=a-b$.

5. State and prove the general theorem of which the two first of the above are particular cases.

6. Solve the equations

$$a+x+\sqrt{a^2+x^2}=b$$

$$x+1=\frac{2x\sqrt{x^2+1}}{1+\sqrt{x^2+1}}.$$

7. Solve the simultaneous equations

1st $\frac{x^2}{5}+\frac{y^2}{3}=8,\ \frac{x}{10}-\frac{y}{9}=-1$

2nd $x^4+y^4=a^4 x+y=b$

8. If the diameter of the earth is 8,000 miles, what is the solid content of the atmosphere, supposed uniform, and extending to a height of 45 miles?

9. Show how to find the number of parties of 30 men, which can be formed from a company of 60 men.

10. Find a number, whose square and cube added together, and divided by 9, will produce the next highest number. (All the solutions are required.)

11. Prove the exponential theorem, and hence show that:

$$\log_{\varepsilon}(1+x)=x-\frac{x^2}{2}+\frac{x^3}{3}-\frac{x^4}{4}$$

12. Sum the geometrical series $\frac{2}{3}+\frac{4}{9}+\frac{8}{27}$ to six terms, and to infinity.

13 There are four numbers—the first three of which are in geometrical, and the last three in arithmetical progression: the sum of the first and last is 7, that of the second and third, 6; find the numbers.

14. Prove that log. $(x+1)=2\log. x-\log.(x-1)-2$

$$\left\{\frac{1}{2x^2-1}+\tfrac{1}{3}\left(\frac{1}{2x^2-1}\right)^3+\&c.\right\}$$

Geometry and Trigonometry.

1. To describe a square that shall be equal to a given rectilineal figure. Euclid II. 14.

2. Find the length of the side of a square equal to a given equilateral triangle.

3. The angles in the same segment of a circle are equal to one another.

4. Of two circular segments on the same base, the larger is that which contains the smaller angle.

5. If two circles intersect, the common chord produced will bisect the common tangent.

6. About a given circle to describe a triangle equiangular to a given triangle.

7. Find the sine of 15°.

8. Prove the following trigonometrical formulæ—

$$\frac{\sec a-1}{\sec a+1}=\tan^2\frac{a}{2}$$

$$\cos(a+b)\cos(a-b)=\cos^2 a-\sin^2 b$$

$$\sin(30^\circ+a)+\sin(30^\circ-a)=\cos a$$

$$\frac{\sin a+\sin 2a}{\cos a-\cos 2a}=\cot\frac{a}{2}$$

9. Express $\tan 4a$ in terms of $\tan a$.

10. If $\tan^{-1}\frac{1}{x-1}-\tan^{-1}\frac{1}{x-1}=\tan^{-1}a$, determine the value of x in terms of a.

11. Find the ratio of the area of a square inscribed in a circle, to that of an equilateral triangle inscribed in the same circle.

12. Give all the solutions you know of the problem of determining one side of a triangle from the other two sides, and their contained angle.

13. An object six feet high on the top of a tower subtends an angle whose tangent is ·015, at a place whose horizontal distance from the foot of the tower is 50 feet. Find the height of the tower.

Appendix B.

Examination Papers for Scholarship Examinations

Science Scholarships of Third Year.

Algebra, Geometry, and Trigonometry.

1. If $a:b::b:c::c:d$ show that—

$$(b+c)(b+d)=(c+a)(c+d)$$

2. The diagonal of a cube is 30 inches; what is its solid content?

3. Construct the equation whose roots are 1, -1, and $\frac{-1\pm\sqrt{-3}}{2}$.

4. Transform $x^3-6x^2+12x=-19$ into an equation wanting the second term.

5. Approximate to a root of the equation $x^3-7x-7=0$.

6. The solution of a system of equations of the form—

$$x+y+z=a$$
$$xy+xz+yz=b$$
$$xyz=c$$

can be reduced to the solution of a single cubic equation.

7. Solve the simultaneous equations—

$$x(x+1)+y(y+4)=17$$
$$x(x-1)+y(y-4)=\ 3$$

8. If two straight lines intersect in a circle, the rectangle under the segments of the one is equal to the rectangle under the segments of the other—Euclid III. 35. Prove this, and apply it to deduce the equation of the circle.

9. It is required to draw a straight line which shall touch a given circle, and make a given angle with a given straight line.

10. Find an expression for the length of a straight line drawn to bisect an angle A of a triangle, supposing A, b, and c given.

11. Prove the following formulæ:—

$$\frac{1-\tan(45^\circ+\theta)}{1+\tan(45^\circ-\theta)}=\tan\theta$$
$$\cos^2(a-b)-\sin^2(a+b)=\cos 2a\cos 2b$$
$$\sin^{-1}\frac{1}{\sqrt{2}}+\tan^{-1}\frac{1}{\sqrt{2}}=\tan^{-1}\frac{\sqrt{2}+1}{\sqrt{2}-1}$$

12. The angles of depression of the top and bottom of a column observed from a tower 108 feet high, are 30° and 60° respectively. Show how to determine its height.

13. Actually calculate the height without the use of tables.

Analytical Geometry and Differential Calculus.

1. Find an expression for the length of a perpendicular from a given point $x'y'$, upon a given straight line $y=ax+b$.

2. Find the asymptotes of the curve whose equation is $xy+2x+3y=a^2$, and show that the curve whose equation is $xy=a^2$ has the axes for asymptotes.

3. Deduce formulæ of transformation from one system of rectangular axes to another.

4. Deduce the polar equation to the parabola, the focus being the pole.

5. If the base and difference of the base angles of a triangle be given, the locus of the vertex is an equilateral hyperbola.

6. Given the equations of two intersecting surfaces, show generally how to determine the equation of the projections of their curve of intersection on the co-ordinate planes. Give a particular illustration.

7. Trace the curve whose polar equation is $r=a\sin 2\theta$.

8. Show how to find the equation of a plane parallel to a given plane, and passing through a given point.

9. How can properties of the hyperbola be deduced from those of the ellipse?

10. Differentiate the following functions, viz.:—

$\log\cos x$, $\log\tan^{-1}x$, and $\tan^{-1}\frac{1+x}{1-x^2}$.

11. Find the limiting value of the function $\frac{x\tan 3x}{\cos x-\cos 2x}$ when $x=0$.

12. Determine the area of the greatest rectangle which can be described in an ellipse.

13. Investigate a rule for distinguishing when a value of x which makes $\frac{du}{dx}=0$, gives to u a maximum or minimum value, and when it gives neither.

14. Integrate the following differentials, viz.:—

$$xe^{ax}dx\quad\frac{dx}{(1-x^2)^{\frac{3}{2}}},\quad\frac{dx}{x^2+x+1}.$$

Agricultural Scholarships.

1. What is the area of a parallelogram whose length is 20 feet 6 inches, and breadth 12 feet 6 inches.

2. Find the area of a triangle whose base is 16 feet, and altitude 15 feet 6 inches.

3. What is the area, in square yards, of an equilateral triangle whose perimeter is 250 feet?

4. What is the area of a triangle whose sides are 10, 15, and 20 chains, respectively?

5. What is the area of a foursided field, of which the diagonal is 830 links, and the perpendiculars upon it 351 and 356 links, respectively?

6. The diameter of a well is 7 feet 6 inches, and its depth is 45 feet, what did the sinking of it cost at 1s. $0\frac{3}{4}$d. per cubic foot?

7. The rents of a parish amount to £2,514 7s. 6d., and a rate is granted which amounts to £83 16s. 3d. How much is that in the pound?

8. A, B, and C rent a pasture for £40. A puts in 16 sheep; B, 18; and C, 22. How much rent must each pay?

9. What must be given for a freehold, let for £225 a-year, so that the rent may yield $4\frac{1}{2}$ per cent. on the purchase money?

George Boole, F.R.S., *Professor.*

Medical Scholarships of Second Year.

1. In a well regulated balance what should be the relative position of the fulcrum and centre of gravity, and show how the sensibility of the instrument depends on the distance of these points.

2. An uniform bar 20 inches long, has a fulcrum 5 inches from one end, what weight at the extremity of the longer arm will balance 100 lbs. at the end of the shorter, the weight of the bar being 25 lbs.

3. If a body be projected vertically upwards, in vacuo with a velocity of 250 feet per second, in what time will it again reach the ground?

4. Describe the construction of the hydrostatic press, and show how its mechanical advantage is estimated.

5. The absolute density of oxygen gas being 1·026, what is the weight of 1,000 cubic inches of it at 90° and 28 inches pressure, if 100 cubic inches of air at 60° Fahrenheit and 30 inches, weigh 31·0117 grains.

6. How is the velocity of sound computed?

7. If the eyepiece of a microscope be adapted for perfect vision, what change must be made in its position for a short-sighted person.

8. Explain the formation of an image of an object by a concave reflector—

   a. When the object is farther from the mirror than the principal focus.

   b. When nearer to it.

9. State the different sources of electricity, and the relation between the quantity and intensity obtained from each.

10. Describe the construction and action of Groves' battery.

J. England, *Professor.*

Third Year Science, and Second Year's Medical, Engineering, and Agricultural Scholarships.

1. Convert 10° Centigrade, into the corresponding numbers on the scales of Reaumur and Fahrenheit.

2. Explain the law of Mariotte, and state the conditions under which it no longer holds good.

3. What is meant by single and double decomposition? Give examples in symbols.

4. Explain the doctrine of combination by volume. Give examples.

5. How is the equivalent or combining volume of a gas found?

6. Give the mode of preparation and the properties of hydriodic and hydrofluoric acids.

7. How are nitric, hydrofluoric, and phosphoric acids detected?

8. By what tests would you distinguish the gases oxygen, protoxide of nitrogen, binoxide of nitrogen, and carbonic oxide from each other?

9. What are the tests for alumina, zinc, protoxide of iron, and the protoxide and peroxide of mercury?

10. Explain in what manner the quantity of nitrogen in organic substances is ascertained.

11. How is common ether prepared? Give the homologous series to which it belongs.

12. Give the formulæ for the aldehydes and acids of the methylic and ethylic series.

J. Blyth, *Professor.*

Faculty of Medicine—Scholarship of Second Year.

Botany.

1. What are the characteristics of the order Umbelliferæ?

2. To what orders do the plants yielding the following medicinal substances respectively belong:—Assafœtida, Opium, Kino, Capsicum, and Ipecacuanha?

3. Name the countries in which the above plants are found.

4. What is meant by the terms "superior" and "inferior," as applied to the ovary? Illustrate by examples.

Zoology.

1. Explain the nature of the relationship which exists between the "cystic" and "cestoid" Entozoa.

2. What are the characteristics of the class Infusoria?

3. How does the tail of a salmon differ from that of a dog-fish?

4. Refer the following genera to their respective families, orders, and classes:—Phryganea, Helix, Rhombus, Mullus, Anser, and Didelphis.

Faculty of Arts—Agricultural Scholarship of Second Year.

Botany.

1. Contrast the orders Rosaceæ and Ranunculaceæ
2. How may the order Malvaceæ be recognised?
3. Define the term "phyllodium."
4. How do primary differ from adventitious roots?

Zoology.

1. The dental formula of the pig?

2. Name the orders and sub-classes which constitute the group Mammalia.

3. To which of these orders would you refer the genera—Sus, Bos, Equus, Elephas, Mus, Sorex, and Bradypus?

4. Compare the classes Insecta, Arachnida, and Myriapoda.

Science Scholarship of Third Year.

Botany.

1. Distinguish the orders Cyperaceæ and Graminaceæ.
2. Describe the order Orchidaceæ.
3. Enumerate the leading groups into which Cryptogamia may be divided.
4. Distinguish apocarpous from syncarpous fruits.

Zoology.

1. How may the Carnivora be divided according to the modifications of their limbs?

2. Name the six groups into which Professor E. Forbes, divided the Echinodermata.

3. What two extinct orders of Echinoderms have since been distinguished?

4. How does the digestive apparatus of Hydra differ from that of Actinia?

Natural History—Senior Scholarship.

Botany.

1. Compare the sub-classes Thalamifloræ, Calycifloræ, Corollifloræ, and Monochlamydeæ.

2. Describe the principal modes of placentation.

3. Give some account of the reproductive process in mosses.

4. Describe the order Papaveraceæ.

Zoology.

1. What anatomical characters determine the molluscan affinities of the Polyzoa?

2. What structural peculiarity separates the Infusoria from the remaining Protozoa?

3. Enumerate the bones in the hind-foot of the Elephant.

4. Write a brief essay showing the importance of the study of development.

Physical Geography.

1. Enumerate the more important laws which determine the distribution of heat over the surface of the globe.

2. Give some account of the distribution of the reef-building corals.

3. Distinguish the three leading ethnological divisions of mankind.

4. Compare the Mammalia of the old with those of the new world.

J. Reay Greene, *Professor.*

Scholarship Examination for Second Year's Engineering Students.

Geology and Mineralogy.

1. Name the more active causes now in operation on the surface of the earth which tend to modify its form, and give instances of some of the results of these modifying causes.

2. What are the features which serve to characterize Plutonic rocks, and give the mineral composition of some of these rocks?

3. What are the bases on which sedimentary rocks are divided into groups, and name the formations which constitute the Palæozoic series?

4. Name some of the more common and characteristic fossils of the Lias.

5. The Pleistocene deposits are regarded by geologists as emanating from physical conditions, such as now obtain in Arctic latitudes. Give the reasons which have induced geologists to arrive at the conclusions that such physical circumstances prevailed during this epoch.

6. What are the minerals which usually result from contact of Plutonic and Sedimentary rocks, and which are commonly known as contact minerals?

7. To what use are the concretions which are obtained from the London clay of the Isle of Sheppey applied?

8. What is the geological position of the Portland stone.

9. What is the geological position of the deposit which at Felixstow affords cetotolites; to what purposes are these bodies applied, and what is their nature?

10. To what system of crystals does hornblend appertain, and under what circumstances does it generally make its appearance?

11. What are the most common minerals of the Zeolite family, and in what rocks do they commonly occur?

12. What form of iron-ore yields the iron of Norway, Sweden, and Russia in the greatest abundance?

Robert Harkness, *Professor.*

APPENDIX B

Examination Papers for Scholarship Examinations

EXAMINATION FOR ENGINEERING SCHOLARSHIP OF SECOND YEAR.

1. How would you convert a square into a regular octagon? Give construction and proof.

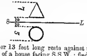
2. A pyramid with square base stands on one of its base angles, while the projections of its axis make 30° with the ground line. Draw its projections.

3. Draw the projections of a section of it made by a plane ⊥ to horizontal plane.

4. Do the same, if the plane be given by its traces.

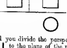
5. Given the traces of two planes, how do you find the angle of inclination?

6. Find the shadow cast on the planes of projection by the cone in sketch:—



7. A ladder 13 feet long rests against the top of a wall 9′ high of a house facing S.S.W.; find the shadow at 12 o'clock, the vertical plane of projection being in the prime vertical, and the sun having 45° elevation.

8. Draw in isometrical projection the cylinder whose orthographic projection is here given:—



9. How would you divide the perspective representation of a line ⊥ to the plane of the picture into any number of equal parts?

EXAMINATION FOR ENGINEERING SCHOLARSHIP OF SECOND YEAR.

1. If a level were in adjustment, what should be the position of the cross wires?

2. If the cross wires were not in this position, what would be the nature of the error produced in the reading?

3. In a chain survey, why is it necessary in the field to make measurements to a greater degree of accuracy than would be appreciable in the small scale to which you may intend to plot the map?

4. In traversing, how do you obtain checks on the accuracy of the work?

5. In ranging a line, if you found yourself obliged to continue the line by means of the theodolite, what precautions would you adopt to insure the greatest amount of accuracy?

6. How would you construct a scale of Irish perches on the Irish Ordnance maps?

7. If you wished to determine the meridian by means of two observations on the sun, how would you correct for change of declination?

8 How would you determine the true meridian approximately, if you had only a sextant?

ALEXANDER JACK, *Professor.*

QUESTIONS FOR SCHOLARSHIP EXAMINATION IN THE "SCIENCE OF AGRICULTURE."

1. Define an agricultural soil; state whence it may have been derived; the process of formation, and its usual composition.

2. Describe a process for the mechanical examination of a soil.

3. Give a classification of soils, with the more prominent characteristics of each kind.

4. Enumerate and describe some of the more important physical properties of soils.

5. Describe the "tissues" of plants; also their organs of nutrition and of reproduction.

6. Describe the vegetation of a seed, and the growth of an agricultural plant.

7. Enumerate and describe the substances which are supposed to constitute the food of plants.

8. Give the usual composition of Peruvian guano, and a process whereby adulteration of it may be detected.

9. Give the characteristics of some of the superior grasses and forage plants.

10. Do the same with respect to some of the more troublesome weeds of agriculture.

11. Name and describe some of the insects most injurious to farm crops.

12. Describe some of the more important diseases to which agricultural crops are liable.

E. MURPHY, *Professor.*

FACULTY OF MEDICINE.—SCHOLARSHIP OF THE SECOND YEAR.

Anatomy and Physiology.

1. Describe the course of the blood through the vascular system.

2. What do you observe on internal examination of the left auricle of the heart?

3. State the difference between venous and arterial blood.

4. Enumerate the component parts of the lungs, and contrast the right with the left.

5. Describe the structure and relations of the œsophagus.

6. State the composition and use of the bile.

7. Mention the microscopic features of the adipose tissue.

8. Describe the duodenum intestine, and state the function performed in that portion of the intestinal canal.

FACULTY OF MEDICINE.—SCHOLARSHIP OF THE FOURTH YEAR.

Practical Anatomy.

1. Give a brief description of the connexions and disposition of the cervical fascia.

2. What are the connexions of the thyroid body?

3. State the origin, course, relations, and branches of the lingual artery.

4. What are the relations of the submaxillary gland?

5. Describe the origin, course, and relations of the internal maxillary artery, and enumerate its branches.

6. Describe the common iliac arteries and veins.

7. State the origin, course, relations, and branches of the anterior tibial artery.

8. Give a description of the plantar fascia, and then state the relative positions of the muscles of the plantar region.

9. Describe the origin, course, relations, and branches of the internal pudic artery.

FACULTY OF MEDICINE.—SCHOLARSHIP OF THE THIRD YEAR.

Anatomy and Physiology.

1. Describe the membranes of the medulla spinalis, and contrast them with those of the brain.

2. Describe the ligamentum denticulatum medullæ spinalis.

3. What do you understand by the expression "subarachnoidean fluid?"

4. Mention the parts of the body in which yellow elastic tissue may be found, state the microscopic features of this structure.

5. State the constituents of the blood, and describe the red corpuscles.

6. Describe the structure and office of the choroid coat of the eye.

7. Account for the quantity of carbonic acid in the expired air.

8. Mention the several structures which compose the trachea, and describe the cervical and thoracic relations of that organ.

9. Describe the structure and connexions of the pancreas; also its excretory apparatus.

10. Describe the origin, course, and communications of the spinal accessory nerve.

FACULTY OF MEDICINE.—SCHOLARSHIP OF THE THIRD YEAR.

Practical Anatomy.

1. What are the connexions and relations of the temporal fascia?

2. Describe the superficial temporal artery and its inosculations.

3. What are the attachments and relations of the occipito frontalis muscle?

4. Describe the false and true ligaments of the urinary bladder.

5. What are the relations and attachments of the triangular ligament of the urethra?

6. Describe the trigonum vesicæ, and then state the relations of the inferior fundus of the bladder in the male subject.

7. What are the connexions of the prostate gland?

8. What are the relations of the femoral artery in the superior third of the thigh?

9. Describe the internal and external plantar arteries.

SCHOLARSHIP OF FOURTH YEAR.

Anatomy and Physiology.

1. Describe the movement of the blood through the capillaries, and give an outline of the phenomena revealed by viewing transparent parts of animals under the microscope.

2. Describe the physical properties and microscopical characters of cartilaginous tissue.

3. Contrast absorption from the digestive cavity with that function as performed from the body in general.

4. Mention those regions in the human body in which the organs of circulation may be described as presenting certain peculiarities.

5. Describe the microscopic features of the gastric glands or follicles.

6. State the nature and use of the gastric secretion.

7. How is the medulla spinalis protected from injury, and in what manner are the spinal nerves connected with it?

8. Describe the origin, course, distribution, and communications of the portio dura nerve.

9. Describe the limits of the third ventricle of the brain.

10. Describe the optic thalami, the origin, course, and connexions of the optic nerves.

J. H CORBETT, *Professor.*

SCHOLARSHIP IN PRACTICE OF MEDICINE.

1. Make a classification of tumors, with a short account of the leading characters of each kind.

2. What is the difference between the mode in which the process of suppuration takes place in a solid and on mucous surfaces.

3. Describe the intimate nature of the changes which take place in the process of adhesive and of suppurative inflammation separately.

4. Which of these forms of inflammation is found more frequently in serous, and which in mucous membranes, and what beneficial results arise from this distinction?

5. State the changes which take place in veins and in arteries (separately) from inflammation, and also the effects on the system or on portions of the body.

6. Describe the morbid changes generally found in arteries and in veins.

7. Describe the condition of a portion of lung, the seat of dilated bronchial tubes.

8. What are the causes which generally produce Hypertrophy? and what Atrophy of the heart?

9. Give some instances of vicarious excretion.

10. What common purpose do the functions of the liver and the lungs subserve?

11. In which of its diameters does the increase of the liver take place in yellow Hypertrophy, and in which direction in red Hypertrophy?

12. Describe the alteration of structure in both these states.

13. What are the morbid conditions in which the spleen is found, and the causes which produce them?

DENIS CHARLES O'CONNOR.

APPENDIX B.

Examination Papers for Scholarship Examinations

SCHOLARSHIPS OF THIRD YEAR.

Materia Medica.

1. Gentian: give the Latin name of the plant furnishing it; its physical and chemical properties; its active principle, actions, uses, and doses of its preparations; its advantages and disadvantages as contrasted with other agents of the same therapeutical class.

2. Describe the preparation of sulphate of quinine, and enumerate the classes of affections for which it is used, stating the different doses required in each; explain also its physiological action.

3. State the doses of the Pulvis Ferri; Fowler's solution; muriate of morphia; sulphate of strychnia and iodide of iron.

4. Chloroform: preparation of; tests of its purity; uses and precautions necessary in employing it.

5. Opium: chemical constitution; active principles with their relative value; and doses, as well as the diseases in which they are used.

6. Belladonna: name the plant furnishing it; the parts used, its active principle, and its therapeutical uses.

7. Black oxide of iron: its preparation and composition; how distinguished from the Pulvis Ferri; their relative value as tonics.

8. Quassia: Latin name of plant furnishing it and natural order; its action, uses, and dose; its different preparations and their uses.

SENIOR SCHOLARSHIP.

Therapeutics.

1. How are therapeutical agents usually classified; give the definition of each class, with examples of the agents comprised in it?

2. What is understood by the physiological action of remedies, and by what means is that effected?

3. When medicinal substances are introduced by the mouth, to what modifications are they liable from the agency of the animal economy, until their final elimination?

4. What do we understand by evacuants? What orders does this class comprise? Give a general sketch of the therapeutical action of cathartics, emetics, and expectorants.

5. How do chalybeate tonics act? What are their principal varieties; and to what classes of affections is each variety applicable?

6. Explain the physiological action of mercurials; enumerate the chief preparations used, with their relative value, and describe the modifications which they undergo by contact with the animal secretions.

7. Describe the general action and uses of sedatives; classify them, and illustrate each class by the individual application of one of its agents.

8. Prescribe iodine for scrofulous tumours in children, castor oil as a laxative; carbonate of ammonia in chronic catarrh; and aloes in habitual constipation.

DR. PURCELL O'LEARY, *Professor.*

FACULTY OF LAW—SCHOLARSHIP OF SECOND YEAR.

1. Explain generally the extent to which the contract of the agent is, in law, the contract of the principal; and when is the agent personally liable?

2. What is one of the most important doctrines incident to partnership, and upon what principle is this doctrine founded?

3. What is the distinction between a specialty debt and one arising on a simple contract?

4. Explain a guarantee, and state the enactment of the Statute of Frauds as to this contract.

5. What species of property (if any) has a carrier in goods entrusted to him?

6. Is there any exception to the "jus accrescendi" in reference to any class of personal property held in common?

7. Mention the chief requisites for the subject of a patent.

APPENDIX B.

Examination Papers for Scholarship Examinations

SCHOLARSHIP OF FIRST YEAR.

1. What is a tenant *pur outre vie?*

2. What are emblements? State the rule as to emblements between tenant for life and the reversioner.

3. What is the difference between an estate tail *general*, and an estate tail special? Land is given to A, and the heirs female of his body on C, his now wife begotten; how is A's estate described?

4. Land is given by deed to A, and his heirs male who dies intestate leaving one daughter. What is the effect of such a limitation?

5. What was a conditional fee at common law? At common law land was granted to A, and the heirs of his body upon issue born; for what three purposes did the estate of A become absolute, and in what respect did it fall short of a fee-simple absolute?

6. What distinction exists at common law between the mode of passing freehold and the mode of passing chattel estates in land?

7 What is meant by a term held in trust to attend the inheritance?

8. Explain the meaning of the maxim "*Nemo est hæres viventis.*"

9. A devises land in fee to his eldest son and heir-at-law, B. Does B take by purchase or descent, and how does the date or time of the devise affect this question?

Real Property.

1. What is the distinction between a vested and contingent remainder, and give an example of each?

2. In what does a remainder chiefly differ from a reversion in relation to the grantor of each?

3. What are the requisites prescribed for the creation of a contingent remainder?

4. What is an executory estate, and how can it be created? And in what does it chiefly differ from a contingent remainder? Within what time must an executory interest take effect?

5. How many kinds of purely incorporeal hereditaments are there? and how are they conveyed?

6. What are the principal interests of a personal nature derived from real property?

7. Give an instance of a lease operating by estoppel.

8. On assigning leasehold premises what covenants are usually imposed on the assignee?

9. Explain privity of contract, and distinguish it from the liability arising from privity of estate.

Equity.

1. Explain the concurrent jurisdiction of Law and Equity in many species of fraud, accident, and trust.

2. What trusts are peculiar to Equity? and mention some which are cognizable in a Court of Law.

3. Give some instances illustrative of the maxim that "Equity follows Law."

4. Mention some of the chief differences in the two systems of Law and Equity, and state the effect of the Common Law Procedure Act, 1856, upon the jurisdiction of the Common Law as to matters previously within the jurisdiction of Equity exclusively.

5. What is an injunction?

6. Give some instances illustrative of the doctrine that Equity considers what ought to have been done as actually done

7. What is the object and effect of a suit "ne exeat regno?"

SCHOLARSHIP OF SECOND YEAR.

English Law.

1. Define "things personal," and state the different species of title to them.

2. What is the distinction between express and implied contracts, and give some instances of those of the latter description?

3. State the law as to the time in which the property in things sold becomes changed.

4. What is stoppage in transitu, and when is the vendor entitled to this privilege?

5. What is a del credere commission?

6. What is provided as to a contract of guarantee by the Statute of Frauds?

7. When is a person said to die intestate?

8. Who are capable of being testators, and what are the chief exceptions to the general rule upon this subject?

9. What alteration was made by the last Wills Act, as to the capacity of an infant to make a will?

10. What is the probate?

11. What are bona notabilia?

12. What is the difference between a general and a special acceptance of a bill of exchange?

13. Describe a charter party.

SCHOLARSHIP OF THIRD YEAR AND SENIOR SCHOLARSHIP.

1. What principle is laid down in the cases of Paterson *v.* Gaudesequi, reported in 15 East. 62, and Thompson *v.* Davenport, 9 Barnwell and Creswell, 78?

2. How far is an innkeeper responsible for the goods of a guest committed to his care? What is the leading case on the subject of this question?

3. What is the principle laid down in Lemayne's case?

4. How far is a covenant not to trade, or carry on a particular trade, binding on the covenantor, and refer to the cases which apply to the question as authorities?

5. What was the principle laid down in the case of Godsall *v.* Boldero, 9 East. 72. In what case has it been overruled?

---

1. What effect had the Norman Conquest in reference to the separation of the Ecclesiastical Courts from the Civil?

2. State the principal provisions of Magna Charta.

3. What great reform in our real property law took place in the reign of Charles the Second?

4. Enumerate the more important laws that were enacted between the Revolution and the publication of Blackstone's Commentaries affecting the administration of justice, and some of the changes that have been introduced since; and what changes in our code of Criminal Laws have been effected since?

---

1. Point out the fallacy of the notion that Equity is intended to abate the rigor of the Common Law, and explain why it should rather be regarded as ancillary to it.

2. What is meant by the abatement of legacies? and in what order do they abate?

3. What is meant by marshalling assets?

4. If the assets of a testator be insufficient to pay all his debts, what power has the executor to prefer one creditor to another?

5. Upon what principle is the doctrine of satisfaction founded?

6. How is a suit in Equity instituted on behalf of an infant?

7. In favour of what parties will Equity remedy the defective execution of powers.

8. In what cases is a bill of revivor, or a supplemental bill necessary? What form of pleading has been prescribed by the Court of Chancery Regulation Bill (Ireland), in lieu of a bill of revivor?

9. What distinctions are to be observed when relief is sought against the consequences of a mistake?

MICHAEL BARRY, *Professor.*

APPENDIX C.

APPENDIX C.

Examination Papers for Sessional Examinations

SELECTION of the PRINCIPAL PAPERS of QUESTIONS used at the SESSIONAL EXAMINATIONS in QUEEN'S COLLEGE, CORK, SESSION, 1858–59.

JUNIOR GREEK CLASS.

Translate into Greek:—

1. When the generals and the rest of the Greeks heard this, they took it ill.

2. Clearchus said, "I wish Cyrus were alive."

3. Then Cleanor, the Arcadian, who was the eldest, answered that they would die before they would deliver up their arms.

4. When this was proclaimed, the soldiers knew that their fear was vain, and their commanders safe.

5. There is no one that would not weep for such men as you.

6. I knew that they would prevent the king from coming into the country.

Translate:—

HERODOTUS, Book II, cc, 8, 22.

Ἀπὸ δὲ Ἡλίουπόλιος ἄνω ἰόντι στεινή ἐστι Αἴγυπτος. τῇ μὲν γὰρ τῆς Ἀραβίης οὖρος παρατέταται, φέρον ἀπ' ἄρκτου πρὸς μεσαμβρίης τε καὶ νότου, αἰεὶ ἄνω τεῖνον ἐς τὴν Ἐρυθρὴν καλεομένην θάλασσαν, ἐν τῷ αἱ λιθοτομίαι ἔνεισι αἱ ἐς τὰς πυραμίδας κατατμηθεῖσαι τας ἐν Μέμφι. ταύτῃ μὲν λῆγον ἀνακάμπτει ἐς τὰ εἴρηται τὸ οὖρος· τῇ δὲ αὐτὸ ἑωυτοῦ ἐστὶ μακρότατον, ὡς ἐγὼ ἐπυνθανόμην, δύο μηνῶν αὐτὸ εἶναι τῆς ὁδοῦ ἀπὸ ἠοῦς πρὸς ἑσπέρην, τὰ δὲ πρὸς τὴν ἠῶ λιβανωτοφόρα αὐτοῦ τὰ τέρματα εἶναι. τοῦτο μέν νυν τὸ οὖρος τοιοῦτο ἐστὶ, τὸ δὲ πρὸς Λιβύης τῆς Αἰγύπτου οὖρος ἄλλο πέτρινον τείνει, ἐν τῷ αἱ πυραμίδες ἔνεισι, ψάμμῳ κατειλυμένον, τεταμένον τὸν αὐτὸν τρόπον, τὸν καὶ τοῦ Ἀραβίου τὰ πρὸς μεσαμβρίην φέροντα. τὸ ὦν δὴ ἀπὸ Ἡλίουπόλιος οὐκέτι πολλὸν χωρίον ὡς εἶναι Αἰγύπτου, ἀλλ' ὅσον τε ἡμερέων τεσσέρων ἀναπλόου στεινή ἐστι Αἴγυπτος ἐοῦσα. τῶν δὲ οὐρέων τῶν εἰρημένων τὸ μεταξὺ πεδιὰς μὲν γῆ, στάδιοι δὲ μάλιστα ἐδόκεόν μοι εἶναι, τῇ στεινότατόν ἐστι, διηκοσίων οὐ πλέους ἐκ τοῦ Ἀραβίου οὔρεος ἐς τὸ Λιβυκὸν καλεύμενον. τὸ δ' ἐνθεῦτεν αὖτις εὐρέα Αἴγυπτός ἐστι.

Ἡ δὲ τρίτη τῶν ὁδῶν πολλὸν ἐπιεικεστάτη ἐοῦσα μάλιστα ἔψευσται. λέγει γὰρ δὴ οὐδ' αὐτὴ οὐδὲν φαμένη τὸν Νεῖλον ῥέειν ἀπὸ τηκομένης χιόνος, ὃς ῥέει μὲν ἐκ Λιβύης διὰ μέσων Αἰθιόπων, ἐκδιδοῖ δὲ ἐς Αἴγυπτον. κῶς ὦν δῆτα ῥέοι ἂν ἀπὸ χιόνος, ἀπὸ τῶν θερμοτάτων [τόπων] ῥέων ἐς τὰ ψυχρότερα; τῶν τὰ πολλά ἐστι ἀνδρί γε λογίζεσθαι τοιούτων πέρι οἵῳ τε ἐόντι, ὡς οὐδὲ οἰκὸς ἀπὸ χιόνος μιν ῥέειν.

1. Explain the constructions ἄνω ἰόντι,—αὐτὸ ἑωυτοῦ ἐστι μακρότατον,—ὡς ἐγὼ ἐπυνθανόμην εἶναι,—τὸ δὲ πρὸς Λιβύης τῆς Αἰγύπτου,—τῶν τὰ πολλά ἐστι . . . .

2. Give the *common* forms of μεσαμβρίης, διηκοσίων, ἔωθε, φοιτέωσι, ἀσονῶν, κεέσθαι, and the Herodotean forms of ἀνθρώπεια, τριακονθήμερος, ὅ, οἱ ἄλλοι, ἐπωνυμίων, πλέον, ταὐτό, ἀφεγμένοι εἰσί.

3. Give an outline of the history of Herodotus, and explain how the subject of the second book becomes connected with the main subject.

4. Describe accurately the positions of Memphis, Elephantine, Pelusium, and Heliopolis.

SENIOR GREEK CLASS.

Re-translate into Greek:—

(A.) "The Athenians then and Peloponnesians had had these previous grounds of complaint against each other; the Corinthians, because Potidæa, which was a colony of their own, and men of Corinth and from the Peloponnesus in it, were being besieged; the Athenians against the Peloponnesians, because they had caused the revolt of a city which was their ally and tributary, and had come and openly fought with them in conjunction with the Potidæans. The war however had not yet positively broken out, but at present there was a suspension of hostilities: for the Corinthians had done these things on their own responsibility alone."

(B.) Translate and analyse the construction of each of the following sentences and phrases:—1. ἀξιολογώτατον τῶν προγεγενημένων. 2. πλουσιώτεροι ἑαυτῶν. 3. ἐν τοῖς πρῶτοι Ἀθηναῖοι τὸν σίδηρον κατέθεντο. 4. δρασάντες τι κινδυνεύειν. 5. ὡς ἑκατέρων τις εὐνοίας ἢ μνήμης ἔχοι. 6. καθεζόμενοι ἐς τὸ Ἡραῖον. 7. ἀνοικίσασθαι ἐς Ὄλυνθον. 8. Κορινθίῳ ἀνδρὶ προκατάρχεσθαι τῶν ἱερῶν. 9. οὐχ ὅπως κωλῦται γενήσεσθε, ἀλλὰ καὶ . . . . 10. πρύμναν κρούεσθαι. 11. μετὰ ἀειμνήστου μαρτυρίου τὴν χάριν καταθεῖναι. 12. δι' ἀναχωχῆς γένεσθαι. 13. ἐς τὴν Πελοπόννησον πράσσειν. 14. διακινδυνεῦσαι χωρήσας. 15. ἃ μὲν ἂν ἐπινοήσαντες μὴ ἐξέλθωσιν, οἰκεῖα στέρεσθαι ἡγοῦνται· ἃ δ' ἂν ἐπελθόντες κτήσωνται, ὀλίγα πρὸς τὰ μέλλοντα τυχεῖν πράξαντες. 16. περὶ αὐτῷ σφαλῆναι. 17. κτῆμα ἐς ἀεί. 18. τὰ ἐπὶ Θρᾴκης

(C.)—1. Discuss the various constructions with the propositions παρά and ἐπί, illustrating by examples from Thucydides.

2. Distinguish between—

ξυμμαχία	and	ἐπιμαχία.
ἐπίπλους	„	διέκπλους.
ἀναχωρεῖν	„	ὑπαναχωρεῖν.
ἐφορμᾶν	„	ἐφορμεῖν.
ἀποδιδόναι	„	ἀποδιδόσθαι.
ἀποστῆκαι	„	ἀποστῆναι.
αἰτία	„	κατηγορία.
τὸ ἐς τὴν Παλλήνην τεῖχος	„	τὸ ἐκ τῆς Παλλήνης τεῖχος.

(D.)—1. From what time does the authentic history of Greece date; and how do you account for the fact that the period immediately preceding that epoch is more barren of traditional incident and adventure than the earlier or heroic times?

2. Give the dates of the commencement and conclusion of the Peloponnesian war, both B.C. and reckoning according to Olympiads, and explain the methods of reducing each mode of reckoning to the other.

3. Describe the geographical positions of Leucimna (*prom.*), Anactorium, Potidæa, Olynthus, Berœa, Pydna.

SENIOR AND JUNIOR GREEK CLASSES.

Translate into Tragic Senarii:—

"Troy is wrapt-in-smoke,[1] and by[2] Argive spear
Is sacked[3] and destroyed; for the Parnassian
Phocian Epeus[4] by the devices of Pallas
Having compacted[5] a horse big[6] with arms
Sent it within the towers, destructive burthen.
And (δέ) with many shrieks[7] of captive-women
Being allotted masters[8] Scamander rings[9]."

[1] καπνόω. [2] πρός. [3] part. πορθέω aor. pass. [4] Ἐπειός. [5] ξυναρμόζω. [6] ἐγκύμων. [7] κωκυτός. [8] accus. [9] βοάω.

SENIOR GREEK CLASS.

Translate:—

(στροφή).

(A.)
Ὅστις τοῦ πλέονος μέρους
χρῄζει τοῦ μετρίου παρεὶς
ζώειν, σκαιοσύναν φυλάσ-
σων ἐν ἐμοὶ κατάδηλος ἔσται.
ἐπεὶ πολλὰ μὲν αἱ μακραὶ 1210
ἁμέραι κατέθεντο δὴ
λύπας ἐγγυτέρω, τὰ τερ-
ποντα δ' οὐκ ἂν ἴδοις ὅπου,
ὅταν τις ἐς πλέον πέσῃ
τοῦ θέλοντος, οὐδ' ἔπι κόρος, 1215
ἰσοτέλεστος
Ἀΐδος ὅτε Μοῖρ' ἀνυμέναιος,
ἄλυρος, ἄχορος ἀναπέφηνε,
θάνατος ἐς τελευτάν.

(ἀντιστροφή).

μὴ φῦναι τὸν ἅπαντα νι-
κᾷ λόγον· τὸ δ᾽, ἐπεὶ φανῇ,
βῆναι κεῖθεν, ὅθεν περ ἥ-
κει, πολὺ δεύτερον ὡς τάχιστα.
ὡς εὖτ᾽ ἂν τὸ νέον παρῇ
κούφας ἀφροσύνας φέρον,
τίς πλάγχθη πολύμοχθος ἔ-
ξω; τίς οὐ καμάτων ἔνι;
φόνοι, στάσεις, ἔρις, μάχαι,
καὶ φθόνος· τό τε κατάμεμπτον
ἐπιλέλογχε
πύματον, ἀκρατὲς, ἀπροσόμιλον
γῆρας, ἄφιλον, ἵνα πρόπαντα
κακὰ κακῶν ξυνοικεῖ.

1. Notice any peculiarities of construction in the above extract; and give Hermann's conjectural emendation of the passage beginning οὐδ᾽ ἔπι κόρος (v. 1215).

(B.) Give a topographical description of the scene of the Œdipus Coloneus, illustrating it by quotations from the play.

(C.) Translate, and explain the construction of each of the following sentences and phrases:—

1. εὖτε νῦν ἕδρας πρώτων ἐφ᾽ ὑμῶν τῆσδε γῆς ἔκαμψ᾽ ἐγώ.
2. φαιδρὰ γοῦν ἀπ᾽ ὀμμάτων σαίνει με προστείχουσα.
3. θοῦ νῦν καθαρμὸν τῶνδε δαιμόνων.
4. καὶ γὰρ ἁλοὺς ἐφόνευσα καὶ ὤλεσα, νόμῳ δὲ καθαρὸς, ἄϊδρις ἐς τόδ᾽ ἦλθον.
5. τῆς ἐς αὔριον οὐδὲν πλέον μοι σοῦ μέτεστιν ἡμέρας.
6. ὥστε πάντας ὀρθίας στῆσαι φόβῳ δείσαντας ἐξαίφνης τρίχας.
7. εἰ δ᾽ ἐξέφυσα τάσδε μὴ ᾽μαυτῷ τροφοὺς τὰς παῖδας, ἦ τἂν οὐκ ἂν ἦ, τὸ σὸν μέρος.
8. σφῷν ὁ νῦν ἔπαινος ὢν κομίζετον τοῦδ᾽ ἀνδρὸς οἷς πονεῖτον, οὐκ ἐλάσσονα ἔτ᾽ ἄλλον οἴσει τῆς ἐμῆς ὑπουργίας.
9. ἐμοὶ μὲν ἥδ᾽ ὁδὸς ἔσται μέλουσα δύσποτμός τε καὶ κακὴ πρὸς τοῦδε πατρὸς τῶν τε τοῦδ᾽ Ἐρινύων.
10. ἀνάξιαι γὰρ πᾶσιν ἐστὲ δυστυχεῖν.

(D.) Describe the functions and origin of the Chorus, and explain the terms κατὰ στοίχους, κατὰ ζυγά, πάροδος, μετανάστασις, ἐπιπάροδος and ἄφοδος, as applied to it.

Junior Greek Class.

Translate :—

Homer—*Iliad*, I., vv. 457–487.

Ὣς ἔφατ᾽ εὐχόμενος, τοῦ δ᾽ ἔκλυε Φοῖβος Ἀπόλλων.
αὐτὰρ ἐπεί ῥ᾽ εὔξαντο καὶ οὐλοχύτας προβάλοντο,
αὖ ἔρυσαν μὲν πρῶτα καὶ ἔσφαξαν καὶ ἔδειραν,
μηρούς τ᾽ ἐξέταμον κατά τε κνίσῃ ἐκάλυψαν
δίπτυχα ποιήσαντες, ἐπ᾽ αὐτῶν δ᾽ ὠμοθέτησαν.
καῖε δ᾽ ἐπὶ σχίζῃς ὁ γέρων, ἐπὶ δ᾽ αἴθοπα οἶνον
λεῖβε· νέοι δὲ παρ᾽ αὐτὸν ἔχον πεμπώβολα χερσίν.
αὐτὰρ ἐπεὶ κατὰ μῆρ᾽ ἐκάη καὶ σπλάγχν᾽ ἐπάσαντο,
μίστυλλόν τ᾽ ἄρα τἆλλα καὶ ἀμφ᾽ ὀβελοῖσιν ἔπειραν,
ὤπτησάν τε περιφραδέως, ἐρύσαντό τε πάντα.
αὐτὰρ ἐπεὶ παύσαντο πόνου τετύκοντό τε δαῖτα,
δαίνυντ᾽, οὐδέ τι θυμὸς ἐδεύετο δαιτὸς ἐΐσης.
αὐτὰρ ἐπεὶ πόσιος καὶ ἐδητύος ἐξ ἔρον ἕντο,
κοῦροι μὲν κρητῆρας ἐπεστέψαντο ποτοῖο,
νώμησαν δ᾽ ἄρα πᾶσιν, ἐπαρξάμενοι δεπάεσσιν,
οἱ δὲ πανημέριοι μολπῇ θεὸν ἱλάσκοντο,
καλὸν ἀείδοντες παιήονα, κοῦροι Ἀχαιῶν,
μέλποντες ἑκάεργον· ὁ δὲ φρένα τέρπετ᾽ ἀκούων.
Ἦμος δ᾽ ἠέλιος κατέδυ καὶ ἐπὶ κνέφας ἦλθεν,
δὴ τότε κοιμήσαντο παρὰ πρυμνήσια νηός.
ἦμος δ᾽ ἠριγένεια φάνη ῥοδοδάκτυλος Ἠώς,
καὶ τότ᾽ ἔπειτ᾽ ἀνάγοντο μετὰ στρατὸν εὐρὺν Ἀχαιῶν·
τοῖσιν δ᾽ ἴκμενον οὖρον ἵει ἑκάεργος Ἀπόλλων.
οἱ δ᾽ ἱστὸν στήσαντ᾽ ἀνά θ᾽ ἱστία λευκὰ πέτασσαν·
ἐν δ᾽ ἄνεμος πρῆσεν μέσον ἱστίον, ἀμφὶ δὲ κῦμα
στείρῃ πορφύρεον μεγάλ᾽ ἴαχε νηὸς ἰούσης·
ἡ δ᾽ ἔθεεν κατὰ κῦμα διαπρήσσουσα κέλευθον.
αὐτὰρ ἐπεί ῥ᾽ ἵκοντο κατὰ στρατὸν εὐρὺν Ἀχαιῶν,
νῆα μὲν οἵ γε μέλαιναν ἐπ᾽ ἠπείροιο ἔρυσσαν
ὑψοῦ ἐπὶ ψαμάθοις, ὑπὸ δ᾽ ἕρματα μακρὰ τάνυσσαν·
αὐτοὶ δ᾽ ἐσκίδναντο κατὰ κλισίας τε νέας τε.

1. Explain the meaning of, and derive, the following words in the above extract:—οὐλοχύτας, ὠμοθέτησαν, πεμπώβολα, ἐπεστέψαντο, ἐπαρξάμενοι, Ἑκάεργος, πρυμνήσια, ἠριγένεια, ἀνάγοντο, διαπρήσσουσα, ἕρματα, ἴκμενον, αἴθοπα, σχίζῃς, κρητῆρας.

2. Give the *common* forms of ἔρυσαν, ἔχον, τετύκοντο, φάνη, ἀνάγοντο, πέτασσαν, διαπρήσσουσα, ἔρυσσαν, τάνυσσαν, σκίδναντο. State the mood, tense, &c., of each, and the first person of the present indicative.

3. State briefly the various theories as to the composition and first publication of the Homeric poems; and explain the terms ῥαψῳδός, ἔπος, *Epic Cycle*, and *Cyclic poet*.

4. Explain the terms, Epic, Dramatic, Lyric, and Didactic, as applied to poetry.

5. Give a short sketch of the State of Society and Manners, as exhibited in the Homeric Poems.

John Ryall, *Professor.*

Junior Latin Class.

Cicero de Amicitia.

Translate :—

Vim hoc quidem est afferre. Quid enim refert, qua me ratione cogatis? Cogitis certe. Studiis enim generorum praesertim in re bona, quum difficile est, tum ne aequum quidem obsistere. Saepissime igitur mihi de amicitia cogitanti maxime illud considerandum videri solet, utrum propter imbecillitatem atque inopiam desiderata sit amicitia, ut in dandis recipiendisque meritis, quod quisque minus per se ipse posset, id acciperet ab alio vicissimque redderet; an esset hoc quidem proprium amicitiae, sed antiquior et pulchrior et magis a natura ipsa profecta alia causa. Amor enim, ex quo amicitia nominata est princeps est ad benevolentiam conjungendam. Nam utilitates quidem etiam ab iis percipiuntur saepe, qui simulatione amicitiae coluntur et observantur temporis causa. In amicitia autem nihil fictum, nihil simulatum; et quidquid est, id et verum et voluntarium. Quapropter a natura mihi videtur potius, quam ab indigentia, orta amicitia, et applicatione magis animi cum quodam sensu amandi, quam cogitatione, quantum illa res utilitatis esset habitura. Quod quidem quale sit, etiam in bestiis quibusdam animadverti potest; quae ex se natos ita amant ad quoddam tempus et ab eis ita amantur, ut facile earum sensus appareat. Quod in homine multo est evidentius: primum ex ea caritate, quae est inter natos et parentes; quae dirimi, nisi detestabili scelere, non potest: deinde, quum similis sensus exstitit amoris, si aliquem nacti sumus, cujus cum moribus et natura congruamus, quod in eo quasi lumen aliquod probitatis et virtutis perspicere videamur.

1. Mention some uses of the relative pronoun in which the Latin idiom differs from the English.

2. What Greek authors has Cicero imitated in this book? What other treatises did he compose about the same time?

3. Give short biographical sketches, with dates, of the following persons:—Pyrrhus, Hannibal, Scipio, Africanus the Younger, and Atticus.

4. Vel ejus qui Apollinis oraculo sapientissimus est judicatus—quote a parallel passage from Milton.

Translate into Latin :—

I had rather be in good health than be rich. I begin to be troublesome to you. Cease to be timid. There is no doubt that the boy will turn out an orator. Do not continue to be troublesome to Caius. It cannot be denied that Balbus seems wise to many persons. No one is born rich. No one becomes good by accident. Numa Pompilius was made king. It was owing to you that I was not made king. He promises to perform the business. No one can be happy without virtue. There is no doubt that no man can be happy without virtue. I had rather be a good man than seem one. Many persons cannot turn out orators. A poet is born, not made. Was the world made by accident or by design? Has any philosopher dared to deny that the world was made by design?

SENIOR LATIN CLASS.

Tacitus.—Annals, Book I.

Translate :—

Dicebatur contra pietatem erga parentem et tempora rei publicae obtentui sumpta; ceterum cupidine dominandi concitos per largitionem veteranos, paratum ab adulescente privato exercitum, corruptas consulis legiones, simulatam Pompeianarum gratiam partium; mox ubi decreto patrum fasces et ius praetoris invaserit, caesis Hirtio et Pansa, sive hostis illos, seu Pansam venenum vulneri adfusum, sui milites Hirtium et machinator doli Caesar abstulerat, utriusque copias occupavisse; extortum invito senatu consulatum, armaque quae in Antonium acceperit, contra rem publicam versa; proscriptionem civium, divisiones agrorum, ne ipsis quidem qui fecere laudatas, sane Cassii et Brutorum exitus paternis inimicitiis datos, quamquam fas sit privata odia publicis utilitatibus remittere; sed Pompeium imagine pacis, sed Lepidum specie amicitiae deceptos: post Antonium, Tarentino Brundisinoque foedere et nuptiis sororis inlectum, subdolae adfinitatis poenas morte exsolvisse, pacem sine dubio post haec, verum cruentam: Sollianas Varianasque clades, interfectos Romae Varrones, Egnatios, Julos, nec domesticis abstinebatur: abducta Neroni uxor, et consulti per ludibrium pontifices an concepto necdum edito partu rite nuberet Q. Tedii et Vedii Pollionis luxus; postremo Livia gravis in rem publicam mater, gravis domui Caesarum noverca, nihil deorum honoribus relictum, cum se templis et effigie numinum per flamines et sacerdotes coli vellet, ne Tiberium quidem caritate aut rei publicae cura successorem adscitum sed quoniam adrogantiam saevitiamque eius introspexerit, comparatione deterrima sibi gloriam quaesivisse, etenim Augustus paucis ante annis, cum Tiberio tribuniciam potestatem a patribus rursum postularet, quamquam honora oratione, quaedam de habitu cultuque et institutis eius recerat, quae velut excusando exprobraret.

1. Explain the historical allusions in the preceding extract.
2. Draw a map of Rome in the time of Augustus.
3. Give examples of the peculiarities of the style of Tacitus.
4. Where was Nauportus, and what is the corresponding modern name? Where did the Chauci live?
5. In what senses does Tacitus use the word vexillum?
6. How is the subjunctive mood used in the oratio obliqua?

Translate into Latin prose :—

If a man were called to fix the period in the history of the world during which the condition of the human race was most happy and prosperous, he would, without hesitation, name that which elapsed from the death of Domitian to the accession of Commodus. The vast extent of the Roman Empire was governed by absolute power, under the guidance of virtue and wisdom. The armies were restrained by the firm but gentle hand of four successive emperors, whose characters and authority commanded involuntary respect. The forms of the civil administration were carefully preserved by Nerva, Trajan, Hadrian, and the Antonines, who delighted in the image of liberty, and were pleased with considering themselves as the accountable ministers of the laws. Such princes deserved the honour of restoring the republic, had the Romans of their days been capable of enjoying a rational freedom.

B. LEWIS, *Professor*.

APPENDIX C.

Examination Papers for Sessional Examinations

HISTORY.

1. What was the state of the Roman Empire in the fourth century?
2. Describe the manners and customs of the ancient Germans.
3. Trace the conquests of the West Goths.
4. Show the rise and progress of the East Gothic power. Give some account of Theodoric the Great.
5. Describe the Anglo-Saxon invasion of Britain, and examine Beda's account of that invasion.
6. State what you know about the Frankish invasion of Gaul. Trace its effects upon the population on the north and on the south of the river Loire.
7. What customs did the Germanic invaders of Europe observe in the division of land? Explain the terms "allodial property" and "beneficiary tenure."
8. Give an outline of the Anglo-Saxon constitution. Explain the terms, ealdorman, eorl, thegn, ceorl, theow, were, bocland, folcland, scire-gemot, witenagemot, bricg-bote, byrghote, fyrd.
9. Describe the rise and establishment of the Carolingian dynasty in France.
10. Describe the government and legislation of Charlemagne.
11. What was the condition of the Frankish Empire under the successors of Charlemagne?
12. What was the essential principle of a feudal relation?
13. What ceremonies were used in conferring a fief?
14. What is meant by feudal incidents?
15. Compare the feudal system of the Continent with the feudalism established in England after the Norman conquest.

ENGLISH LITERATURE.

1. Mention the principal works of King Alfred.
2. Explain the alliterative versification employed in Anglo-Saxon poetry.
3. Contrast the poetry of the Provençal Troubadours with that of the Norman Trouveres.
4. Mention the principal legends which formed the subjects of the chivalric romances.
5. What were the Fabliaux?
6. Trace some of the British legends from Geoffrey of Monmouth, through Wace, to Layamon and Robert of Gloucester. What poets or dramatists of the Elizabethan age adopted the same legends?
7. What is the plot of "Chaucer's Canterbury Tales?" What were the sources of the "Knight's Tale?"
8. Give a prose version of the following passage :—

This was the forward, plainly to endite,
Betwixe Theseus and him Arcite:
That if so were, that Arcite were founde,
Evere in his lyf, by daye or night, o stound
In eny contré of this Theseus,
And he were caught, it was accorded thus,
That with a swerd he scholde lese his heed;
Ther nas noon other remedy ne reed,
But took his leeve, an homward he him spedde;
Let him be war, his nekke lith to wedde.

Explain the following lines, and notice any peculiarities of construction :—

(a) Wel hath fortune y-torned the dye.
(b) Wel ought I sterve in wanhope and distresse.
(c) I nam but deed, ther nys no remedye.
(d) Therwith the fuyr of jelousye upsterte
    Withinne his brest, and hent him by the herte
    So wodly, that lik was he to byhold
    The box-tree, or the asschen deed and colde.

9. Give a short account of the early drama in Europe. Explain the terms, mysteries, miracles, moralities, interludes, and masques
10. Give some account of Sackville's Gorboduc, and remark upon this criticism of Warton—"In the dramatic conduct of this tale the unities of time and place are visibly violated—a defect which Shakespeare so frequently commits, but which he covers with the magic of his poetry."
11. State the plot of "Shakespeare's Henry IV."

Appendix C.

Examination Papers for Sessional Examinations

12. Describe the characteristics of Spenser's poetry, with regard to—(1) imagination, (2) descriptive power, (3) harmonious versification.

13. Mention the principal prose writers of the period 1550–60.

English Language.

1. What races inhabited the Britannic Isles in the time of Julius Cæsar? To what extent are these races still to be found in Great Britain and Ireland?

2. Give some account of the Roman invasion and occupation of Britain.

3. Describe the Anglo-Saxon settlements in Britain. Mention the original abodes of the Angles, Saxons, and Jutes. To what race or races did these tribes respectively belong?

4. To what extent did the Northmen or Danes settle in Britain? How far did their influence affect the language of the country?

5. In what respects did the Norman conquest influence the English Language? Give some account of the Norman-French language, explaining the terms Langue d'oil and Langue d'oc.

6. In what degree do Celtic words enter into the composition of the English language?

7. What do you understand by the Latin of the First Period? How much of this has been preserved in the English language? Are any remains of it to be met with in other languages of Britain?

8. What is meant by the Latin of the Second Period, and with what class of words is it chiefly connected? Give instances.

9. Note the change which took place from Anglo-Saxon to Semi-Saxon, and give some account of "Layamon's Brut."

10. Explain the following passages:

(*a*) He did confound the best part of an hour
In changing hardiment with great Glendower.

(*b*) All studies here I solemnly defy,
Save how to gall and pinch this Bolingbroke.

(*c*) O, I could divide myself, and go to buffets, for moving such a dish of skimmed milk with so honourable an action! Hang him! let him tell the king; we are prepared; I will set forward to-night.

(*d*) Methinks my moiety, north from Burton here,
In quantity equals not one of yours.
See, how this river comes me cranking in,
And cuts me from the best of all my land,
A huge half-moon, a monstrous cantle out.
I'll have the current in this place dammed up;
And here the smug and silver Trent shall run
In a new channel, fair and evenly.
It shall not wind with such a deep indent,
To rob me of so rich a bottom here.

Turn the above passage into prose, and notice any peculiarities of grammatical construction.

11. Give the derivation of these words—methinks, moiety, quantity, river, cranking, monstrous, smug, silver, channel, indent, milk, king, night.

WILLIAM RUSHTON, *Professor*.

Modern Languages.

Translate into French:—

Character of William the Conqueror.—There is nothing more memorable in history than the actions, fortunes, and character of this great man—whether we consider the grandeur of the plans he formed, the courage and wisdom with which they were executed, or the splendour of that success which, adorning his youth, continued, without the smallest reverse, to support his age, even to the last moments of his life. He lived above seventy years, and reigned within ten years as long as he lived—sixty over his dukedom, above twenty over England, both of which he acquired or kept by his own magnanimity, with hardly any other title than he derived from his arms; so that he might be reputed, in all respects, as happy as the highest ambition, the most fully gratified, can make a man. The silent, inward satisfactions of domestic happiness he neither had nor sought. He had a body suited to the character of his mind—erect, firm, large, and active, whilst to be active was a praise; a countenance stern, and which became command. Magnificent in his living, reserved in his conversation, grave in his common deportment, but relaxing with a wise facetiousness, he knew how to relieve his mind and preserve his dignity; for he never forfeited by a personal acquaintance that esteem he had acquired by his great actions.—*Burke.*

1. Explain what is understood by classical and romantic literature.

2. Give an account of the influence of Spain on French literature.

3. State what you know of the life and genius of Corneille.

4. Mention some of the characteristics of the Cid of Corneille.

RAYMOND DE VERICOUR, *Professor*.

Celtic Literature.

1. How many letters in the modern Irish alphabet?

2. How many vowels are there, and how are they classified?

3. Do the consonants undergo any change in their sounds, and, if so, by what causes?

4. Which are the immutable consonants, and why so called?

5. Which are the consonants that assume the sounds of v, w, and y, as we have not these characters in our alphabet?

6. Is there any rule in grammar authorizing the aspiration of consonants in the middle of primitive or uncompounded words?

7. How many articles are there? How do you express the indefinite articles *a* and *an* in translating the expressions, *a man, an apple?*

8. Is the Irish definite article ever expressed when the indefinite would be used in English?

9. What is the nature of eclipsis, and in what cases does it occur in nouns?

10. What letter of the alphabet is usually designated "the queen of consonants," and why so called?

11. How do you distinguish the gender of nouns when the article is expressed, if the radical letter be a mutable consonant?

12. If the radical letter be a vowel, how do you distinguish the gender of the noun when in connexion with the article?

13. When the definite article *the* is used twice in English in connexion with two nouns, as, for instance, "*the* trees of *the* wood," how would you express the same in Irish?

14. What are the characteristics of declensions in the Irish language?

15. What change takes place in the primary mutable consonant of the noun in the vocative case when preceded by the interjection a? Is there any exception to this change?

16. How many genders are there in the Irish language?

17. What is the general position of adjectives agreeing with their substantives?

18. When the assertive verb ıꞅ, *it is*, or the interrogative particle an, *whether*, are used in a sentence in connexion with the substantive and adjective, what is the position of the adjective in that case?

19. Describe the nature of the rule, "Slender with slender, and broad with broad."

20. When the adjective immediately precedes a noun, verb, or adjective, what change does it cause in the primary consonants of those words?

21. What is the position of numeral adjectives in connexion with the substantive?

22. From number ten to twenty, that is, when a unit and a decimal are used, what is the position of the noun in connexion with them?

23. How are adjectives converted into adverbs?

24. Compare the adjectives ᴅuḃ, ᵹeal, maıṫ, olc, in the degrees of comparison.

APPENDIX C.

Examination Papers for Sessional Examinations

25. What is the position of demonstrative pronouns in connexion with substantives, adjectives, and personal pronouns?

26. What changes do the possessive pronouns, singular and plural, cause in the primary consonants of the nouns immediately following them? Is there any exception to those changes?

27. How many variations has the noun in its termination?

28. Decline the following compounded pronouns: agam, liom, dam, ċugam, orm, uaim.

29. As there is no verb in the modern Irish answering to the verb *to have*, what form of expression do you substitute in this language?

30. What is the root of the verb, and in what form is the verb given in O'Reilly's Dictionary?

31. What is the ordinary position of the verb with regard to its nominative case? What is the position of the accusative?

32. Explain the difference between the analytic and the synthetic forms of the verb. In which of them is the passive voice declined?

33 Describe the variations and meaning of the consuetudinal forms of the verb.

34. In what case do the infinitive mood and participles govern the noun?

35. In what case do the prefixes O' and Mac govern the names of families?

Translate the following sentences into Irish :—

1. The eye is the light of the body.
2. Green are the hills that are far away.
3. I was at the priest's house yesterday.
4. The trees of the wood are green.
5. The heat of the sun and the light of the moon.
6. He has a good word for every person.
7. Of all the fish that's in the sea the herring is king.
8. I was his friend and he knew it not.
9. I will be there by the dawning of the day.
10. Fare you well, my friend.

---

1. What was the name of the colony that first introduced the Pentarchial government in Ireland, and to what period was that kind of government continued in this country?

2. What was the object of the boundary called *Eisgir Riada*, which ran from Dublin to Galway, and at what time and by whom was it ordered to be constructed?

3. What was the name of the last pagan monarch of Ireland, and in what century did he reign?

4. What was the Irish title of the heir-apparent to the throne of Ireland; who was elected during the lifetime of the monarch? What were the titles of the heirs apparent to the provincial kings and to the chiefs, and give the meanings of those terms?

5. Who is considered to have been the first Christian monarch of Ireland? What was the name of the last monarch who resided at Tara, and in what century did he reign?

6. Give the name of the king who first introduced the triennial convention or parliament at Tara, and the period in which he reigned.

7. Are there any evidences that the kings of Ireland wore golden crowns?

8. Describe the ceremony of inaugurating the kings and chiefs of Ireland, and give the titles of the lay officers who attended them on those occasions.

9. By what name or title was a prince or chief designated?

10. What is the term for a professor in the Irish language, and what is its signification?

11. By what terms were the professors of the various arts and sciences designated?

12. Give a description of the *Biatachs* and of their establishments, and give the meaning or derivation of the term *Biatach*.

13. From whom did the *Eaganachts*, or Eugenians, of South Munster, and the Dalcassians of North Munster derive those names?

OWEN CONNELLAN, *Professor*.

METAPHYSICS.

1. In what sense can Des Cartes be called a sceptical philosopher?

2. How far is Spinoza's system a result of Cartesianism?

3. What answer can be given to Berkeley's reasoning?

4. What school have laid the greatest stress upon language, and why?

5. Examine Locke's arguments against innate ideas.

6. How does Condillac differ from Locke?

7. Examine the fundamental principles upon which the system of Hume is based.

8. Explain the distinction between Reid's and Kant's answer to Hume.

9. Distinguish memory, recollection, and imagination from the other mental faculties and from each other.

10. What relation does logic in its widest acceptation bear to metaphysics?

11. Define sensation and perception.

12. Illustrate some of the most remarkable results of the laws of association.

13. Is our knowledge of extension derived from sight or touch, or both?

14. Criticise "Sir W. Hamilton's Theory of Perception."

LOGIC.

1. In what sense is logic the art of reasoning?

2. Define singular and equivocal nouns.

3. Of what use in logic are the heads of predicables?

4. How is division useful for definition?

5. Give examples of erroneous definitions and divisions.

6 What is meant by a distributed term?

7. Of what value are opposition and conversion?

8. What are the rules for conversion by negation?

9. Why must the middle term be distributed in every syllogism?

10 Special rules for the third figure, with proofs.

11. In what form do the rules for the first figure occur when applied to sorites?

12. Can all hypothetical syllogisms be reduced to a categorical form, and how?

13. Is it true that the quantification of the predicate had been altogether neglected before Sir W. Hamilton's system was introduced?

14. Is his system of any value?

15. What is meant by cause?

16. Is induction correctly defined to be "the colligation of facts" under appropriate conceptions?

17. What causes impede the general application of the experimental methods?

18 In how many ways are laws of nature said to be explained?

19. What are derivative and empirical laws?

20. Give instances of and explain the fallacy of petitio principii.

G. S. READ, *Professor*.

MATHEMATICS.

Second Year's Class.

1. Solve the simultaneous equations—

$$x+y-z=1$$
$$3x-y+z=11$$
$$x-2y+7z=42$$

2. What is meant by "independent equations?" How many independent equations are necessary in order to determine n quantities? How may it be ascertained whether three equations connecting x, y, z, are independent or not?

3. The length, breadth, and depth of a rectangular prism are as 3, 5, and 8 respectively, the specific gravity of the substance of which it is made is 1,500, and the weight of the prism is 1 ton. Find the length, breadth, and depth.

4. Find the number of combinations of 10 things taken 3 together. Prove *a priori*, and show by the formula that it is equal to the number of combinations of 10 things taken 7 together.

5. Prove that if a, b, c, be the roots of the cubic equation—

$$x^3+px^2+qx+r=0 \text{ then}$$
$$a+b+c=-p$$
$$ab+ac+bc=q$$
$$abc=-r$$

Hence determine the sum of the squares of the roots.

APPENDIX C.

Examination Papers for Sessional Examinations

6. Find approximately a root of the equation—

$$x^3+x=40$$

7. Determine the equation of the straight line which passes through a point whose co-ordinates are 0 and -1, and makes with the axis of x an angle of 60°. At what distance will this straight line lie from the origin?

8. Prove that $\frac{\cos 3A+\sin 3A}{\cos A-\sin A}=1+2\sin 2A$.

9. Determine the species of each of the curves represented by the equations—

$$x^2+xy+4y^2=6$$
$$3x^2+8y^2=14$$

and find their points of intersection.

10. Define the parabola and investigate its equation.

11. Prove that the subtangent of the parabola is bisected by the curve at the vertex, and that the subnormal is constant.

12. Find by integration the area of the parabola, and the content of the solid formed by its revolution round its axis.

13. Find the area of the curve whose equation is $y=\frac{x^2}{x^2-3x+2}$, between the limits $x=a$ and $x=b$.

14. Construct the curve whose equation is $y=\frac{x}{x^2+1}$. At what points will its tangent be parallel to the axis of x? Will the ordinate at these points admit of a maximum or a minimum value.

Junior Class.

1. Reduce to their simplest fractional values each of the following expressions, viz:—$\frac{5}{3}+\frac{1}{3}$ of $\frac{4}{3}+7+2\frac{3}{20}$. $\frac{2}{3}\times\frac{5}{8}\times\frac{6}{8}$ of $3\frac{3}{7}$. $(\frac{7}{8}+\frac{2}{3})\times(\frac{7}{8}-\frac{2}{3})+\frac{4}{5}$. $\frac{2\frac{1}{2}+3\frac{1}{3}}{2\frac{1}{3}-3\frac{1}{2}+1\frac{5}{6}}$.

2. Find the interest of £547 10s. for six months, at $3\frac{1}{4}$ per cent. per annum.

3. Extract the square root of $\frac{5}{12}$ to four places of decimals.

4. Explain the connexion of decimal with vulgar fractions, and prove, on this ground, the rule for the multiplication of decimals.

5. The base and perpendicular of a right-angled triangle are in the ratio of 5 to 7, and the area is 1750 square yards; find the base and perpendicular.

6. Explain briefly the difference between Algebra and Arithmetic. Define an equation, and state the chief axioms applicable to equations.

7. Solve the simple equations—

$$\frac{5x-7}{2}-8x-\frac{7}{3}=\frac{2x}{3}-14.$$

$$\frac{x}{2}-\frac{x-3}{5}+\frac{x}{10}=4\frac{3}{5}.$$

$$\sqrt{a+x}+\sqrt{a-x}=c.$$

8. The difference of the squares of two consecutive even numbers is 36; find the numbers.

9. A bill of £50 is paid in half-guineas and crowns, and the number of coins employed is 101; how many are there of each kind?

10. Explain the use of "indices" to express the operations of involution and evolution, and give an account of the different steps of their introduction. Give also a definition of logarithms.

11. Describe a square which shall be equal to the difference of two given squares.

12. Show how to bisect a given triangle by a straight line drawn from one of the angles.

13. Extend this to the bisection of a quadrilateral figure by a straight line drawn from one of the angles.

14. State the principle on which the solution of right-angled triangles in trigonometry depends.

15. Prove that in any plane triangle the sides are proportional to the sines of the opposite angles.

16. Prove the theorems—

$$\sin(a+b)=\sin a\cos b+\cos a\sin b.$$
$$\frac{\sin 2a+\sin 2b}{\cos 2a+\cos 2b}=\tan(a+b).$$

Junior Class.

1. Prove that $x^m\times x^n=x^{m+n}$ for all values of the indices m and n, positive, negative, integral, and fractional.

2. Simplify $\left\{\frac{x+\sqrt{x^2-1}}{x-\sqrt{x^2-1}}-\frac{x-\sqrt{x^2-1}}{x+\sqrt{x^2-1}}\right\}\div\frac{x^2-1}{\sqrt{x^2+1}}$

3. Prove the rule for G C M. Find the G C M of $6x^4-25x^2-9$ and $3x^3-15x^2+x-5$. Also of $x^3+y^3+z^3-3xyz$ and $x^2+2xy+y^2-z^2$.

4. Solve the equations—

$$(x+5)^{\frac{1}{m}}=(x^2+40x+16)^{\frac{1}{2m}}$$
$$x^2-x+b=(x^2-x+b^2)^{\frac{1}{2}}$$

5. Solve the simultaneous equations—

$$\begin{array}{l} x+y+z=6 \\ x-2y+z=0 \\ 3x-y+5z=16 \end{array} \quad\text{and}\quad \begin{array}{l} x^2+xy+2y^2=74 \\ x^2-xy+3y^2=69 \end{array}$$

6. Explain the genesis of equations of the higher orders from simple equations. Construct a quadratic whose roots shall be $3+\sqrt{5}$ and $3-\sqrt{5}$; also a cubic whose roots shall be 0, 2, and 3.

7. Prove that in a geometric progression the product of any two terms equidistant from a given term is always the same. What is the corresponding theorem in arithmetical progression?

8. The first term of an arithmetical series is $2\frac{1}{2}$, the last $55\frac{1}{2}$, the number of terms$=100$; find the sum of the series.

9. Extract the cube root of .7854 to three places of decimals.

10. Given two sides of a triangle and the included angle, deduce formulæ for solving the triangle.

11. Prove the following formulæ of plane trigonometry, viz.:—

$$\tan(180°+A)=\tan A$$
$$\cos(180°-A)=-\cos A.$$
$$1+\cos(A+B)\cos(A-B)=\cos^2 A+\cos^2 B$$
$$\cot A=\cot 2A\pm\sqrt{1+\cot^2 2A}.$$

12. Show *a priori* that a formula expressing $\sin\frac{A}{2}$ in terms of $\sin A$ ought to have four values; while one expressing $\tan\frac{A}{2}$ in terms of $\tan A$ ought to have two values.

13. Show how to find the distance between two inaccessible points—1st, when in the horizontal plane; 2ndly, when not in that plane.

14. If a circle roll within another of twice its diameter, any point in the circumference of the former will describe a straight line.

15. Explain Euclid's doctrine of ratio and of proportion: show that his definition of ratio is imperfect unless accompanied by his definition of proportion. Does Euclid's definition of proportion furnish a direct and immediate test for determining whether four magnitudes are proportional or not?

Second Year's Class.

1. Required to find a point from which straight lines drawn to the angular points of a given triangle will divide it into three equal parts.

2. Prove that $\sin 18°=\frac{\sqrt{5}-1}{4}$

3. Prove that a quadratic equation cannot have more than two roots.

4. The solution of the system of simultaneous equations—

$$x+y+z=a$$
$$xy+xz+yz=b$$
$$xyz=c$$

may be at once reduced to the solution of a single cubic equation.

5. Prove by Demoivre's theorem that—

$$\sin 2\theta=2\sin\theta\cos\theta.$$

6. Any number consisting of six digits, formed by the repetition of the same period of three digits, is divisible by 7, 11, and 13.

7. Find the equations of the asymptotes of the curve represented by the equation $xy+ax+by+c=0$.

8. If a circle pass through the foci of an ellipse, and a straight line join a point of intersection of the circle and minor axis, with either of the nearer points of intersection of the circle and ellipse, it will be a tangent to the ellipse.

9. If u and v are two functions of the independent variable x prove rigorously that—

$$\frac{d(uv)}{dx}=u\frac{dv}{dx}+v\frac{du}{dx}$$

10. Show that the altitude of the least isosceles triangle which can be described about a circle will be equal to three times the radius.

11. The equation to the catenary is $y=\frac{c}{2}\left\{e^{\frac{x}{c}}+e^{-\frac{x}{c}}\right\}$ determine its radius of curvature. Where is that radius a minimum?

12. Integrate the following differentials, viz.:—

$$\frac{xdx}{x^2+6x+8}. \qquad \frac{(x+3)\,dx}{x^4-1}$$

13. Integrate the differentials—

$$\sqrt{a^2-x^2}dx. \qquad \frac{dx}{x^2(a+bx^2)^{\frac{3}{2}}}.$$

14. Given that in the cycloid $\frac{dy}{dx}=\left\{\frac{2a}{x}-1\right\}^{\frac{1}{2}}$ where a is the radius of the generating circle, deduce the length of the curve and its area.

15. Trace the curve whose equation is $r=a\sin 2\theta$, and find the area of one of its loops.

16. If to the rectangular hyperbola $xy=c^2$ two tangents be drawn, such that the product of the tangents of their inclinations to the axis of x is constant, the locus of their intersection will be a straight line.

GEORGE BOOLE, F.R.S., *Professor*.

ENGINEERING PHYSICS.

1. What weight must be applied to the longer arm of a bent lever to sustain a weight of 50 lbs. at the extremity of the shorter, the arms being 2 and 9 feet in length, the shorter inclined at an angle of 10° and the longer 40° to the horizon?

   a. Neglecting the weight of the lever.
   b. If the lever be uniform and weigh 20 lbs.

2. What is the maximum velocity which could be attained by a train moving by its own weight down an incline of 1 in 150, friction being 7 lbs. per ton, resistance of air 35 lbs., at a speed of 10 miles per hour, and weight of train 100 tons?

3. What *work* would be *accumulated* in this train after moving down the plane for 5 minutes (neglecting resistance of the air)?

4. Determine the pressure on a semicircular sluice-gate, 2 feet in diameter, the diameter being horizontal and 4 feet below the surface.

5. Determine the height of a hill from the following observations:—

Lower Station		Upper Station.	
Barometer, . .	30·265	Barometer, . .	28·246
Attached Thermometer,	62°	Attached Thermometer,	54°
Dry Thermometer, .	64°	Dry Thermometer, .	53°
Wet Thermometer, .	61°	Wet Thermometer, .	51°

The constants of barometer being neutral point 29·864, capacity $\frac{1}{43}$, capillary attraction 0·036.

NATURAL PHILOSOPHY.

Junior Division.

1. Define the three orders of lever, and give a general rule for determining the mechanical advantage of this instrument.

2. Why cannot a man walk on a perfectly smooth plane?

3. What is meant by unstable equilibrium?

4. State the second law of motion, and show how it may be experimentally demonstrated.

5. What is meant by centrifugal force, and how does it vary with the velocity of the body?

6. Describe some method of ascertaining the quantity of aqueous vapour in the atmosphere.

7. Through which will the greater quantity of water flow in a given time, one pipe 6 inches in diameter, or 3 of three inches in diameter.

8. How is it proved that sound is caused by vibrations of air?

9. On what does the loudness of a sound depend, and on what its pitch?

10. What is meant by a nodal point in a vibrating string?

11. How have the form and size of the earth been ascertained.

12. Why does not a transit of an inferior planet take place at every inferior conjunction?

NATURAL PHILOSOPHY.

Senior Division.

1. Describe the construction of the gridiron pendulum.

2. Assuming the specific heat of iron to be ·11, what quantity of heat would be necessary to raise 20 lbs. of iron from 32° to 182°?

3. Why is the specific heat of a gas at a constant pressure different from its specific heat at a constant volume?

4. Give a description of some method of determining the velocity of light.

5. A straight line 4 inches in length is placed opposite to a concave mirror whose radius is 12 inches; determine the magnitude, form, and position of its image.

   1. When it is 15 inches from the mirror.
   2. When it is 3 inches from the mirror.

6. How is the index of refraction of a glass prism experimentally determined?

7. State the position of the points of maximum light and maximum heat in the solar spectrum.

8. A small magnetic needle is suspended by its centre over a large bar magnet. What position will it occupy?

   1°. When over the N. pole of the larger magnet.
   2°. When over its centre.
   3°. When over its S. pole.

9. A glass rod is charged with positive electricity, how, by means of it, could you communicate a charge of negative electricity to an insulated conductor?

10. Give a general account of the mutual action of magnets and currents.

11. How can the chemical effects of electricity be shown by an ordinary electrical machine?

12. What is the law of distribution of electricity on the surface of an ellipsoid?

NATURAL PHILOSOPHY.

Senior Division.

1. What is meant by a statical couple? and show that if a rigid bar be acted on by a couple the forces of which maintain a constant direction, there are two positions of equilibrium, one stable, the other unstable.

2. It is a principle in mechanics, that what is gained in power is lost in time. Shew that this holds in the case of the wheel and axle.

3. Shew that a force which acts on a body and does not pass through its centre of gravity will cause both a motion of rotation and a motion of progression, the

APPENDIX C.

Examination Papers for Sessional Examinations

latter being the same as if the force passed through the centre of gravity.

4. How is the pendulum applied to measure the variations of a force?

5. A bladder whether empty or filled with air can be counterpoised with exactly the same weight. How is this to be reconciled with the fact that air has weight?

6. Two small concentric glass tubes are placed vertically in a vessel of water, the diameter of one is double that of the other, what will be the relative height of the water in the vessel and each of the tubes—and what change would take place if mercury were used instead of water.

7. Explain the construction and use of the siphon.

8. A string whose fundamental tone is C, is touched lightly at a point $\frac{2}{3}$ of its length from one extremity, and then caused to sound, what note will be produced?

9. How is the apparent diameter of the sun measured, and how, from several measurements of it, can the form of the earth's orbit be ascertained?

10. How has the weight of the sun been ascertained?

11. The time of revolution of the moon in its orbit is not the same as the interval between two full moons, from whence arises the difference, and how are these two quantities connected?

12. How is a star which is physically double to be distinguished from one which is optically double?

JOHN ENGLAND.

CHEMISTRY.

N.B.—Prizemen are, in the first place to answer the last six questions, and afterwards as many of the pass questions as possible.

Pass Questions.

1. Explain what is meant by the term Chemical Affinity.

2. What compounds are indicated when the names terminate in ous, ic, ite, ide, ate? Give examples in symbols.

3. Give the laws of combination.

4. Give the different modes of preparation and the properties of H.

5. Give the modes of preparation and the properties of CO_2 and CO.

6. Give the tests for HCl, SO_3, NO_5, HI.

7. Give the formulæ of a haloid salt; of an oxygen salt; and of a double salt.

8. Explain the effects of the different portions of the blowpipe flame.

9. What is meant by Catalysis? Illustrate by an example?

10. Give in symbols the members of the different groups in the analytical classification of metals.

11. What are the tests for KO, BaO, MnO, FeO, CuO, AgO.

Prize Questions.

12. How is the quantity of Carbon and Hydrogen determined in an organic body?

13. What are the relations of the axes of the square prismatic system; and of the right prismatic system?

14. In what way has Graham shown that many basic salts may be regarded as neutral compounds? illustrate this in the case of the basic sulphate of copper, 4CuO, SO_3, 5HO.

15. What is meant by the term Allotropy? Mention how this state is produced in the case of O and P: give the properties of these elements in these two states.

16. Six grains of an organic substance give on combustion with oxide of copper, 8.8 of CO_2, 4.2 of HO, and the equivalent of substance is 200; calculate from these data the percentage of C, H, and O, and ascertain the formula of the substance.

17. Give in symbols the reactions which take place on heating ferrocyanide of potassium with dilute and concentrated sulphuric acid respectively.

J. BLYTH, *Professor.*

PHYSICAL GEOGRAPHY.

1. What is the mean density of the various substances which make up the so-called crust of the earth?

2. Define the terms "inclination," "declination," and "magnetic equator."

3. Into what groups may rocks be divided with reference to their origin? Briefly enumerate the characteristics of each group.

4. Explain the expressions "river-basin," "watershed," and "development of a river."

5. How has Sir Charles Lyell proposed to account for the various changes of climate which the earth's surface has undergone?

6. Which of the three classes of flowering plants may be said to have the widest horizontal range? which of these classes has no aquatic representative?

7. What orders of recent Mammalia are not represented in the European continent or its adjacent seas?

8. Name the principal types of conformation presented by the human skull.

ZOOLOGY.

1. What is the total number of the dorso-lumbar vertebræ in most of the even-toed hoofed quadrupeds?

2. Name the several segments which compose the body of a true insect. To which of these segments are the locomotive members attached?

3. Of what group of Molluscous animals would the possession of the subjoined combination of characters be diagnostic? Pelagic: sexes distinct: shell present or absent: regions of the foot more or less distinct from one another: abdomen but slightly developed.

4. In what class of the animal kingdom do the peculiar bodies termed "statoblasts" occur? Explain the nature of these bodies.

5. Why does a fish die when kept out of water?

6. To what families, orders, and classes do the gazelle, cormorant, frog, turbot, haddock, ammonite, and sea-pen, respectively belong?

7. What classes of the animal kingdom are exclusively marine?

8. Enumerate those species of British Mammals which are not indigenous to Ireland.

BOTANY.

1. Compare Rosaceæ with Saxifragaceæ.

2. Name the two principal kinds of compound leaves. How do these differ from one another?

3. Illustrate by a diagram the nature of the raceme, corymb, and umbel.

4. To what natural order do the pæony, marshmarigold, and anemone belong? By what floral characters may these plants be distinguished from one another.

5. What is the number and mode of insertion of the stamens in the primrose? What in the London pride?

6. How may Campanulaceæ and Ericaceæ be distinguished from the other orders of British Monopetalæ?

7. What is meant by the term "prothallium?"

8. Refer the plants on the table to their respective natural orders.

J. REAY GREENE, *Professor.*

GEOLOGY AND MINERALOGY.

1. What are the several features in connexion with rocks which enable geologists to divide the matter forming the earth's crust into four great groups?

2. What are the circumstances which mark the characters of sedimentary rocks as regards the *force* of water producing these; and what is the nature and origin of the arrangement usually termed false-bedding, or oblique lamination?

3. What are the minerals which commonly enter into the composition of plutonic rocks, and what is their usual chemical constitution?

4. What are the forms of rocks which manifest themselves in connexion with volcanoes, and to what groups are these rocks referred?

5. Under what circumstances do fossils occur, and of what value are they to the geologist?

6. Name the series of deposits which make up the Permian formations of the north of England; and in what areas in Ireland do deposits of this age occur?

7. What is the position, and what are the fossils which mark the yellow sandstone of Ireland?

8. In what formations do the following fossils occur, viz.: *Lepidodendron Sternbergii*, *Pterophyllum comptum*, *Graptolithus Sagittarius*, *Platycrinus lævis*, *Cypridina serratostriata*, *Fenestella retiformis*, *Productus horridus*, *Gryphæa dilatata*, *Limnæa longiscata*, *Belemnitella mucronata*, *Coccosteus decipiens*, *Labyrinthodon giganteus*, and *Amphitherium Prevostii*?

9. From what deposits are the phosphatic concretions which are used in the manufacture of manure obtained?

10. Name some of the deposits which afford the substances used as cement stones.

11. What is the position of the Sussex marble, and to what purposes has this rock generally been applied?

Mineralogy.

12. How many axes are there, and what is their relation in the hexagonal system? Give an example of a mineral belonging to this system.

13. What is the crystalline form, and what is the composition of the mineral known as magnetic iron ore?

14. Name some of the external characters by means of which gold can be distinguished from copper and iron pyrites.

15. What is the mineral to which amethyst is most nearly allied, and what are the most prominent external characters of this mineral?

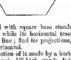
ROBERT HARKNESS, *Professor*.

ENGINEERING.

Junior Class.

1. Construct an angle of 9°.
2. On a given line describe a regular octagon.
3. Construct a △ whose area shall be equal to the fig. No. 1.

Fig. No. 1.



4. A pyramid with square base stands on a plane rising at 1 in 5, while its horizontal trace makes 45° with the ground line; find its projections, if one side of its base be horizontal.

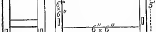
5. Find the section of it made by a horizontal plane.

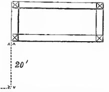
6. A vertical pole 10′ high stands 4′ in front of a bank rising 1 in 3, and having its foot 11 to the vertical plane; find the projections of the shadow.

7. Draw this shadow in isometric projection.

8. Draw in isometric projection the object shown in sketch No. 2.

Fig. No. 2.





9. In perspective what is the direction of the line which has the distance point for a vanishing point?

10. Make a perspective drawing of the object shown in sketch No. 2, from the point of view marked; the object is supposed to be on ground 2′ higher than the spectator.

ENGINEERING.

Senior Class.

1. What are the proportions to be given to the keystone of bridges of different forms and materials.

2. What are the ordinary proportions of rise and span of segmental and elliptical arches?

3. Give the quantities of materials and labour required in the construction of the object shown in fig. No. 1.

4. Give the details of some system of permanent way on a railroad?

5. Describe the different methods of carrying on earthwork on a railroad, noticing under what circumstances each is adopted.

6. What are the causes which ordinarily give rise to slips in cuttings?

7. If the width of a channel of a stream is nearly equal to that of the weir, how is the ordinary coefficient of discharge affected?

8. How is the flow of water in a pipe or channel determined?

9. What is meant by the neutral axis of a beam? How is its plan determined?

10. What is meant by a perfectly elastic material? Show that if a beam be made of such a material the neutral axis must pass through the centre of gravity of the section of fracture.

ENGINEERING.

Senior Class.

1. Give the proportions of the Tuscan order of architecture.

2. In what respects does the Grecian Doric differ from all the other Grecian and Roman orders?

3. Describe the different arches used in Gothic architecture.

4. Give a short description of one or more of the ordinary methods of making bricks, and give some details of the cost.

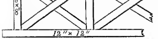
5. Give the clause referring to the mortar in the specification for the building of a quay wall.

6. Describe the different kinds of masonry used in engineering works.

7. Describe the chief resinous woods used by engineers, noticing their respective peculiarities.

8. Sketch the joints which should be used in the truss, fig. No. 1.

Fig. 1.



9. What is the ordinary specification as to the extent to which piles should be driven, and what loads have been put on such piles.

10. Describe the screw pile, the method of sinking it, and the circumstances under which it may most advantageously be used.

Alex. Jack, m.a., *Professor.*

Agriculture—Second Year.

Farm Animals.

1. Give the class, natural family, description, and natural habitat of each of the farm animals.

2. Describe the skeleton of the horse.

3. Describe the processes of nutrition, circulation, and respiration of a ruminant.

4. Describe the more common diseases to which farm stock are liable, with the prevention and remedy for each.

5. Describe some of the insects injurious to farm stock, and what you consider the best means of destroying them.

6. What are the principles to be held in view in breeding and rearing farm animals?

7. Describe what you consider to be the proper management of farm horses.

8. Describe what you consider to be the proper management of dairy stock.

9. Describe what you consider the most profitable treatment of fattening animals.

Practice of Agriculture.

1. Define a good agricultural soil.

2. Describe the processes by means of which a wet, shallow, poor soil may be improved, and the average cost of each step in the process.

3. Liebig attaches great importance to the presence in the soil of the mineral constituents of cultivated crops; whilst Lawes asserts that most soils contain an unlimited quantity of these substances, but are deficient in the organic ingredients of the food of plants. State your views on this subject.

4. What bearing has the Tullian system of culture on this question?

5. Is it possible by the consumption by cattle, on the farm, of crops manured solely by the produce of the farm, to increase its fertility?

6. What are the principles which should regulate agricultural practice in this respect?

7. According to Davis, districts in China which have been under culture time immemorial are as fertile as ever they were, whilst, as is believed, the cultivated land of Europe and America is being annually deteriorated; assuming these to be facts, how do you account for them?

8. What is the smallest amount of capital with which the culture of a 200 acre farm ought to be undertaken?

9. Give an outline of a system of farm book-keeping.

Agriculture—First Year.

Theory of Agriculture.

1. The ash of burned plants is found to be composed of certain earthy, saline, and mineral substances; name these in the order of their general predominance, and give, shortly as you can, the distinguishing character of each.

2. These substances being present in the ash of all cultivated plants, are considered to be essential to their growth, can you state the per-centage in which they usually occur in such plants?

3. Do scientific farmers attach greater importance to some of these substances than to others of them? if so, name the substances and the reason of such preference.

4. Give in general terms the composition of granite, clay-slate, basalt, and limestone.

5. Of what substances is the portion of the plant which is dissipated in burning composed?

6. From what source or sources do plants obtain these substances?

7. Give an outline of the processes of the vegetation, nutrition, and growth of a cultivated plant.

8. Give in parallel lines the composition of Peruvian guano, bones, and an average sample of farm-yard manure; calculate the money value of each, and give a simple process whereby adulteration in either the first or second of these manures may be detected.

9. Give the process by which a plant may be referred to its place in the "natural system" of botany.

10. Name and refer to its class, and describe some of the insects most injurious to agriculture.

E. Murphy, *Professor.*

Anatomy and Physiology.

1. State the appearance presented by a transverse section from a long bone under the microscope.

2. Mention the physical properties and microscopic features of the cartilaginous tissue.

3. What are the structures entering into the coats of an artery?

4. Mention the changes in the state of the blood resulting from respiration.

5. Describe the right auriculo-ventricular valves, and the internal arrangements of the right ventricle.

6. State the structure, connexions, and office of the epiglottis.

7. State the composition and use of the gastric secretion.

8. Describe the relations of the duodenum intestine, its muscular and mucous coats, and glandular apparatus.

9. Mention the components of the chyle, and account for variations with respect to its colour.

10. Describe the excretory apparatus of the liver.

11. Describe the connexions of the pancreatic gland, its excretory ducts, and the office of this secretion.

12. Describe the membranous labyrinth of the ear.

13. Describe the crystalline lens and vitreous body of the eye.

Practical Anatomy.

1. What are the connexions of the thyroid body?

2. Mention the stages, relations, and branches of the external carotid artery.

3. What are the stages of the internal maxillary artery?

4. State the connexions and relations of the temporal fascia.

5. Describe the inguinal or spermatic channel in the male subject.

6. What are the relations of the internal epigastric artery to the crural ring, and to the abdominal rings?

7. Describe the connexions of the bulb of the urethra, the artery of the bulb, and the accelerators urinæ muscles.

8. Mention the origin, course, relations, and branches of the arteria profunda femoris.

9. What are the relations of muscles to the hip joint?

10. Mention the ligaments, and describe the inter-articular cartilages, of the knee joint.

11. Mention the relations of tendons, vessels, and nerves, with respect to the ankle joint.

12. Describe the superficial and deep palmar arches of arteries.

J. H. Corbett, *Professor.*

Materia Medica.

1. Hippo: plant furnishing it; physical properties; chemical constitution; action; uses; dose.

2. Epsom salts: Latin name; physical and chemical characteristics; action; uses; dose.

3. Aloes: plant furnishing it; physical properties; chemical constitution; action; uses; dose.

4. State the reaction which take place in the preparation of nitric and muriatic acids.

5. Pulvis Ferri: its physical and chemical properties; tests of purity; action; uses; dose.

6. Doses of: murias morphiæ; sulphas quininæ nitras strychniæ; tinctura digitalis; acidum hydrocyanicum.

Prize Questions.

7. Describe and explain the preparations of chloroform; mention its most common adulterations, and the best mode of testing its purity; contrast its anæsthetic action with that of ether and amylene.

8. Contrast the chemical properties and physiological action of strychnia and brucia.

9. Give a general outline of the different modifications which medicinal substances are capable of effecting in the circulation and constitution of the blood.

10. Explain the physiological action of diuretics; state their indications and contraindications.

PURCELL O'LEARY, *Professor.*

PRACTICE OF MEDICINE.

1. What is the value of epistaxis as a prognostic and as a guide to treatment in continued fever?

2. What is the condition of the senses in inflammation of the brain?

3. In what form of fever is bronchitis more common? State the cause of such difference.

4. State the symptoms of the worst form of scarlatina.

5. Enumerate the sequelæ of scarlatina, measles, small-pox.

6. State the arguments in favour of bleeding in apoplexy, and also the circumstances which may contra-indicate its use in a particular case.

7. State the appearances of an apoplectic clot, from its commencement to its termination, and the alterations in the adjoining portions of the brain.

8. Diagnose a case of hysterical convulsions from epilepsy.

9. Enumerate all the possible causes of dexiocardia.

10. Describe the leading symptoms and physical signs of pericarditis.

11. What are the causes of hœmatemesis?

12 What are the appearances of the intestines in a fatal case of ileus?

13. Enumerate the several causes which may produce general anasarca.

14. What are the leading symptoms and treatment of scorbutus?

D. C. O'CONNOR.

SURGERY.

1. What is granulation?

2. Does the secretion of pus assist or impede granulation?

3. Describe the characteristics of granulations in sores, arising from phlegmon burns, and connected with diseased bones.

4. Mention the more important diseases of the ear.

5. Explain the usual causes of deafness, specifying those which depend upon constitutional symptoms and upon local disease.

6. What are the symptoms of stone in the bladder?

7. Describe the operation of lithotomy.

8. Mention the several dislocations of the ankle joint.

9. In compound dislocation of the ankle joint, with protrusion of the tibia and fracture of the fibula, what practice would you pursue?

10. If obliged to amputate, what operation would you perform; and give your reasons for the selection.

DENIS B. BULLEN, M.D., *Professor.*

MIDWIFERY.

1. Describe the human vagina, noticing its shape and dimensions, the relations of its walls to each other in different parts, its terminations and connexions; as well as the nature and character of its lining membrane.

2. Give the points of difference between the standard female pelvis and that known as the "masculine pelvis." What character of labour is to be expected where this form of pelvis exists?

3. Give an outline description of the ovary as it exists in the fish, the bird, and the mammal, respectively.

4. Contrast the condition of the ovary, the fallopian tubes, and the uterus, during menstruation, and in the interval of quiescence.

5. What is the membrane decidua; by whom was it so named, and what are its offices?

6. A lady, three months pregnant, has had symptoms of abortion for the last twenty-four hours; there is considerable hæmorrhage, with occasional slight pains: how would you proceed to investigate the case, and what leading feature should determine your line of treatment?

APPENDIX C.

Examination Papers for Sessional Examinations

7. Of what parts does the placenta consist; how do they originate, and how are they connected?

8. Enumerate the most trustworthy symptoms and signs of pregnancy previous to the fourth month of utero-gestation.

9. Describe the entrance, progress, movements, and exit of the head in a natural labour—the head being in the second position.

10. Mention the chief sources of delay in the first stage of labour, and their remedies.

11. Give the history, diagnosis, and treatment of a case of footling presentation; what are the dangers connected with such a case, and on what do they depend?

12. You are called to a lady in labour complicated with hæmorrhage. On examination the placenta is found reaching to the edge of the os uteri; the flooding constant, and occasionally severe; membranes whole; os uteri very little dilated: what is the nature of the case, and how would you treat it?

J. R. HARVEY.

MEDICAL JURISPRUDENCE.

Legal Portion.

1. What questions is a witness not bound to answer?

2. What privileges have medical witnesses to protect them from disclosing matters professionally confided to them; and what precaution should medical attendants observe in their communications with patients, consequent upon their liability to be compelled to disclose them in a court of justice?

3. Under what circumstances are the declarations made by a murdered person before his death admissible as evidence?

4. What precaution should medical witnesses in particular observe to entitle them to assist their memory as to facts; and what is the rule of law with respect to the right of witnesses to refer to memorandums in writing when giving testimony?

5. What is the law as to lunatics or idiots committing crimes? What degree of insanity will exempt a man from responsibility for his acts according to Lord Hale, and the doctrines laid down in Macnaughten's case?

6. Of what offence is a chemist who negligently supplies a wrong drug, in consequence of which death ensues, guilty in law?

7. Give an instance of a man being excused for the commission of an act, in itself unlawful, by reason of the only alternative before him being another evil still greater.

8. Can a child in the womb be the subject of murder?

9. In investigating a charge of infanticide, to what inquiries in particular should the attention of a medical examiner be directed; and how far is the hydrostatic test unsatisfactory, or fallacious, as a criterion of the child having been born alive?

10. What is a testable capacity; and in considering questions of testable capacity, how should the weight of medical *opinion* be principally tested?

11. What are the requisites of a medical certificate to justify the confinement of a person in a lunatic asylum?

LAW FACULTY.

EXAMINATION OF CLASS OF FIRST YEAR.

Real Property.

1. Into what two classes is property divided by English law? To which of those classes do the following estates and interests respectively belong, viz.:—

A term of 1000 years in land.
An estate for one's own life.
For the life of another.
During the widowhood of a woman.
For ninety-nine years if A. B. shall so long live.

2. There are a few instances in which technical words are absolutely necessary to the validity of deeds relating to land—what are those instances?

3. What were the respective objects of the statutes *De Donis* and *Quia Emptores?*

4. How, and in whose case were the provisions of the statute *De Donis* first evaded?

5. Give shortly the common uses in bar of dower in a conveyance of freehold property.

APPENDIX C.

Examination Papers for Sessional Examinations

6. Are there any, and if any, what words which will now imply a covenant for title in instruments affecting lands? How is that implication rebutted?

7. Who are the necessary parties to a deed, barring an estate tail created by an ordinary marriage settlement? What additional act is necessary, besides its execution by the parties, for the perfecting of the disentailing deed?

8. B being mortgagee in fee of A's estate, dies intestate; who are the necessary parties to a re-conveyance, or transfer of the mortgaged property, and for what reasons?

9. Give, shortly, an outline of the alterations in the law affecting the validity and attestation of wills.

ENGLISH LAW.—THIRD YEAR.

Smith's Leading Cases.

1. Explain what is meant by an "executed consideration," and show how the rule is to be understood, that an "executed consideration," even when moved by an antecedent request, will support no promise other than such as the law may imply.

2. What were the facts in the case of "Miller *v.* Race," and what principle is deducible from it? Describe a negotiable security.

3. What point was decided in the leading case of "Omichund *v.* Barker;" and how far was the law, as laid down by Sir Edward Coke as to the competency of witnesses on the ground of religious belief, modified by the decision in that case?

4. Show that the decision in the case of "Clayton *v.* Blakey," is consistent with the enactment of the statute of frauds affecting demises of land.

5. What point was decided in "Dalby *v.* The India and London Life Assurance;" and what earlier decision was overruled by that case?

6. In what respect does a pawn differ from a *lien*, and from a *mortgage*?

7. Explain fully the rule of our common law that "a chose in action is not assignable;" specify various exceptions, statutory or otherwise, to this rule.

8. How may the consigner's right of "stoppage in transitu" be defeated, and refer to the leading cases on this question?

9. Illustrate the doctrine of estoppel, by reference to the judgment of a Court of Record, to a bond, to a bill of exchange.

10. State the reason why a general agent binds his principal while a particular agent does not.

11. What does the law of England recognise as a consideration capable of supporting a simple contract? Mention an instance of a simple contract, the consideration for which need not be expressly stated or set forth.

MICHAEL BARRY, *Professor.*

APPENDIX D.

Report of Proceedings of General Meeting.

APPENDIX D.

REPORT of PROCEEDINGS of GENERAL MEETING of QUEEN'S COLLEGE, CORK, on November 14, 1859, and of the DISTRIBUTION of PRIZES by His Excellency the EARL OF CARLISLE, K.G., Lord Lieutenant.

His Excellency the LORD LIEUTENANT, attended by Mr. John Hatchell, Private Secretary, arrived at the College, and was rapturously cheered by a numerous and highly respectable assemblage of citizens who crowded the avenue and entrance of the College, which was lined by a guard of honour, and a large number of constabulary. As His Excellency entered, the band played the National Anthem. He was received at the porch by Sir Robert Kane, F.R.S., President; the Vice-President, with Professors Barry, Corbett, England, and Rushton, members of the College Council, and conducted to the Library, where the Right Worshipful Sir John Arnott, Mayor, and the Aldermen and Town Council, had previously assembled. Among very many members of the Municipal Body present were Aldermen John M'Namara, Dan. Donegan, J.P., Bartholomew Gibbings, Scott, Shaw, Lieut.-Col. Wood, Carnegie: Town Councillors, John Besnard, jun., Michael Gould, Robert Hall, J. W. Edden, A. Bremner, Cantillon, Philip O'Connell, Solicitor, &c., &c., very many of whom appeared in their civic robes.

Along with the members of the professorial body wearing academic robes, there were The Rt. Hon. Lord Fermoy, M.P., the Lord Bishop of Cork, Cloyne, and Ross, Rev. Mr. Webster, Major-General Eden, C.B., attended by Major Hammersley; Archdeacon Kyle, the Rev. Mr. Kyle, the Mayor of Limerick, the Mayor of Waterford, Sir Wm. Hackett, Sir John Gordon, Sir John Benson, Sir Thomas Deane, Francis Bernard Beamish, Esq., M.P., the Recorder of Cork, Captain Augustus B. Warren, 20th Regiment; Henry Harling, Esq., J.P., Firville, Macroom; —— Martin, Esq., J.P., M. Malony, Esq., Daniel Connor, Esq., Manch House; Felix Mullan, Esq., Charles Mathew, Esq., Lieutenant-Colonel Roche, D.L., Michael Joseph Barry, Esq., James O'Hea, Esq., Barrister; Edward M'Namara, A.M., Daniel Meagher, City Treasurer; Alexander M'Carthy, jun., Esq., Town Clerk; and very many of the most distinguished citizens occupied places on the dais.

The Examination Hall presented a brilliant and interesting aspect. A perfect galaxy of rank and beauty adorned its benches, which were crowded to excess; and we do not exaggerate in estimating the numbers present at upwards of 1,000, while as many more were excluded for want of space; and as the afternoon was fortunately fine, and for the season genial, promenaded the beautiful grounds of the College, enduring the disappointment not without complaint.

On the left of the dais, the prizes, consisting of books, were arranged on a table, and attracted general admiration by their costly and appropriate bindings. Several artistic casts, the gift of the Department of Science of Art, also engaged attention.

His Excellency was conducted to his place by the President and members of the College, and SIR ROBERT KANE addressed the assemblage as follows:—

"Before presenting to your Excellency those students who are about to be honoured by receiving from your hands the well-merited rewards of their proficiency at the late examinations, it is my duty to submit to your Excellency, and to this meeting, some explanations as to the course of study which is pursued in this College, the educational objects we endeavour to keep in view, the arrangements by which those objects are effected, and the results to which we have attained. From the few observations which I shall have the honour to premise, your Excellency may, as I trust, be enabled better to appreciate the standard by which the educational honors of this institution are determined, and more justly to estimate the proportion of success by which our exertions have been crowned.

"Ten years have passed since in this hall—in presence of many who, after so much experience, are here again to-day to confirm their adhesion to the great principle of Liberal and United Education—it was my duty, in opening this College for public instruction, to explain the principles upon which it was founded, and the educational objects which it was intended to carry out. In this great assemblage, comprising the most enlightened and most influential personages of this district: embodying the classes for the education of whose children this and similar institutions have been specially devised; in the presence of your Excellency, the worthy representative of our revered Sovereign, there is abundant proof that the same desire for education which then influenced the people of this province still animates their breasts, and that those who, in the interval, have grown to man's estate, and are now here, are stimulated by the same love for learning and for their country which rendered this city the centre of educational activity, in former times, and which, under the guidance of Wyse and Roche, obtained for Ireland the great educational advantages which we now possess.

"When opening this College in November, 1849, I described it as a member of a National University System, by which the highest educational opportunities should

APPENDIX D.

Report of Proceedings of General Meeting.

be afforded to the Irish people without distinction of class or creed; from which all sectarian tests should be excluded; and within whose beneficent embrace the creeds and parties of our too long distracted population might find a haven of mutual confidence and esteem, and learn, while respecting their several forms of belief, to think and act in harmony and union as citizens of a free country. My anticipations in that regard have been completely borne out by the foundation of the Queen's University in Ireland, at whose annual ceremony of conferring degrees your Excellency has had on more than one occasion the kindness to preside, and to give additional lustre to the distinctions which so many of our young men have had the honour to receive. By this means the people of Ireland, and I may say, especially the Roman Catholic people of Ireland, have had realized the all but hopeless day-dream of their forefathers, by enjoying a truly national and liberal University system, free from the mediæval limitations and degrading exclusiveness of more ancient foundations—an University system such as was indicated and sought for, but in vain, by the most ardent friends of Ireland, at the time of Ireland's most strenuous efforts after national existence—an University such as was called for by Ords in the Irish House of Commons in 1787, distinct from the University of Dublin, and open in its highest offices and honors to every Irishman, no matter what his form of religious belief. Such a great national institution, wished for by the best friends of Ireland, as coping and strengthening the edifice of public liberty which Grattan and Charlemont had built; such an institution we now possess, obtained for us by the exertions of those who in this city had so long laboured), and in obtaining which the most eminent and far-seeing statesmen of the Empire deemed it a high privilege to co-operate.

"Calculated upon a standard raised thus high, the object of our professors, in their several departments, has been to render their course of instruction such as should duly prepare our students for practical success in the various careers in life; whether in the several branches of commerce or industry, than which none more require or more nobly reward superior education, whether in the specially learned professions, or in the public service. That their labours have not been unsuccessful, will be, as I trust, acknowledged, when we look to the lists of those whom, already, in the few years which have elapsed since the Colleges were opened, we have sent into active life. In the great test of the competitive examinations for important places in the public service, the merits of our students and of the plan of instruction under which they have been trained have been fully proved, and the results of those and of the University examinations of our students who have proceeded for degrees will fairly indicate how far we have fulfilled the objects of our foundation.

"It is true that we labour in the Queen's College under some disadvantages, which it will require time and the gradual development of the system to remove. For the proper performance of our educational duties, each College requires to be complete within itself for all the branches of instruction which the Senate of the Queen's University may require for its degrees. But we have not, nor can we have, by the present limits of our foundation, a number of professors, such as exist in other University Colleges where a professorial system of instruction is properly carried out. Thus, for all the objects of the three faculties of Arts, of Law, and of Medicine, and of the schools of Engineering and of Agriculture, we have in all but twenty professors, whilst in Trinity College, Dublin, for a plan of education not more extensive, there are thirty-eight professors, exclusive of the Divinity School. In the Colleges of the London University, which are entirely analogous to ours, there are, in University College, forty-two, and in King's College, thirty-nine professors, and similarly with other University institutions in which professorial instruction practically exists. Hence it occurs that, in some instances, a single professor with us is charged with an amount of duty which not unsuitably occupies in other places two, or even three, individuals. But this accumulation of labour, and this admixture of even kindred departments, although in those instances rendered unobjectionable and even fortunate from the special and high qualifications of the eminent gentlemen who in these Colleges occupy such chairs, will, as I trust, be obviated by the natural expansion of this University; and could scarcely be carried further without danger to the character of the instruction given, and thereby to the success and utility of the system of education, as a whole. Science and Literature are jealous mistresses, and do not admit of partial devotion or incomplete attachment. Without concentration of thought and energy on one leading object, either of Literature or Science, there cannot be obtained, except by some few rarely gifted minds, that perfect mastery of the subject, which alone can fit the professor for teaching beyond the elements, or should entitle the institution in which he teaches to public confidence as a place of superior education.

"It has been said, in reference to the deficient means of secondary school education in this country—a deficiency on which I have myself had to observe as materially retarding the full development of Queen's Colleges—that it were better to limit the action of those Colleges to the subjects of secondary tuition, and leave to the Dublin University a monopoly of the superior education of the Irish people. The practical circumstances of Ireland utterly preclude such an idea. The fullest consideration was given to that subject by all the great statesmen of the time when the Queen's Colleges were founded. Of one unanimous opinion were Peel and Russell, Lansdowne and Graham, Wyse and Stanley, that Ireland required a truly National University, open to all her sons, free from all religious disqualifications, and that no institution, shackled by sectarian limitations, no matter how otherwise distinguished, whether Trinity or Maynooth, could attain to such national proportions or be conceded that metropolitan rank. But it was far from the minds of those illustrious statesmen to neglect that lower but equally necessary department of instruction by which an University must be fed, and by the means of which alone the wants of a very important section of society must practically be satisfied. On the contrary, Sir J. Graham, when introducing the Colleges Bill, expressly stated that, as those Colleges were intended not for secondary but for University education, the secondary instruction should be provided for also by the gradual development of institutions connected on the one hand with the primary schools of the National Board, by means of the admirable system of model schools, founded in each county and in each large town; and on the other hand with the Queen's Colleges, so as to secure the unity and completeness of the system of liberal and united education, identical in principle and in objects, whether in the smallest National School or in the greatest of these Colleges. Founded, as they are, on the same principles, and administered in the same spirit, mutually aiding to surmount difficulty, and sympathetically rejoicing in success, those institutions, both schools and Colleges, should all work with joint energies to the one great end, the practical and social improvement of the country. Circumstances have retarded the completion of the truly National System of Education, so greatly conceived by the illustrious statesman whose premature loss the Irish people have had such ample reasons to deplore; but under your Excellency's enlightened direction important progress has been made towards that desirable end. We may, therefore, hope, that before long the gaps which now sever the village school from the Queen's Colleges shall be filled up by establishments for intermediate education founded on the same principles as the primary and university departments of instruction which we already possess.

"I shall not enter into any details regarding the proportion of success obtained by the Queen's Colleges, as indicated by the numbers of our students. It has been well explained by most venerable authorities in a recent important document, when accounting for the want of success in a somewhat analogous institution, founded under circumstances more favourable to immediate popular reception than the Queen's Colleges, that it is improper to conclude as to the success of university institutions from so brief an experience, because foundations of that class require for their establishment and success a long series of years of well-sustained ex-

APPENDIX D.

Report of Proceedings of General Meeting.

ertion and support. The question of our numbers has been however rigidly investigated by the Commissioners appointed by your Excellency, and it is now fully recognised that, considering the extraordinary difficulties which the Queen's Colleges have had to overcome, the numbers of students must be admitted to indicate a satisfactory measure of success. It is moreover gratifying to observe that each year brings to our numbers a steady, though moderate increase; and in this session, as far as the matriculations have as yet gone, a very considerable increase, to the amount of fifty-seven per cent. over the entrances at the corresponding period of last session. The proceedings of this day will serve further to explain the cause of the students of this College in certain years not presenting themselves in Dublin in greater numbers to obtain degrees. I shall have the honour to-day to present to your Excellency to receive special Gold Medals awarded by the College Council two undergraduates, who as mere students of this College had entered the lists of competition for the Indian Civil Service, against all comers, and had gained that important prize. Those gentlemen never presented themselves in Dublin for degrees, and thus had not the opportunity of earning those distinctions which in the University Examinations their abilities would have surely won—and hence the College Council has recognised the credit they have conferred upon the College, by awarding them, by special resolution, a College Medal.

"In one regard, however, it is my duty to bring under the notice of your Excellency, and of this meeting, some details, not as to the absolute numbers of our students, although that is involved, but as to the relative number of our students belonging to each of the more important religious denominations in this country. The Queen's University and this College were founded for the special advantage of the Roman Catholic middle and upper classes of this country, excluded by the necessary ecclesiastical character of the University of Dublin and Trinity College, from any participation in its government, and from possession of its highest honors and appointments. It is highly important to examine in what manner the Roman Catholics of this province have received this intellectual boon; to what degree they have availed themselves of the great educational advantages thus presented to them.

"The following Table shows the number of matriculated students in the College, in each session since the College opened, the number of Roman Catholics therein, and the per centage proportion, and in this session the result of the first entrance examination held last month—

Session.	Total Number.	Roman Catholics.	Per Cent.
1849-50, .	69	38	55
1850-51, .	113	63	56
1851-52, .	115	62	54
1852-53, .	109	56	52
1853-54, .	113	64	57
1854-55, .	120	66	55
1855-56, .	149	78	52
1856-57, .	139	61	44
1857-58, .	125	57	46
1858-59, .	125	60	48
1859-60, 1st Entrance, 19 October,	48	24	50

"Thus, the proportion of Roman Catholic students was greatest in the years 1851 and 1854, when it reached 56 per cent.; and least in 1857, when it was 44 per cent., since which time it has steadily increased, and this year so far as the entrances have gone, the proportion of Roman Catholics is precisely one-half the total number of students; the average proportion during the entire time being 51 per cent. on a number of 1,214 students.

"To those who are acquainted with middle and upper class society in our large towns and cities, it will be apparent that this proportion fairly represents the proportion of the Roman Catholic element in those classes. In the lower classes, of course, it is known that the Roman Catholic element immensely preponderates, but looking to the class of society from which the students of this College are derived, it is certain that 50 per cent. fairly represents the Roman Catholic population. It is therefore satisfactory to observe, that although from the newness of the institutions, from doubts as to the views of the authorities in their regard, from the great prestige and deservedly high character of older institutions, and from many other causes which every year, I trust, will have less influence, the total number of students is below what I expect it will before long become, yet it is evident that the Roman Catholic middle and upper classes have availed themselves to a very large extent of those institutions, and have, after ten years' experience, found this College not undeserving of their confidence and support.

"It is well known that eminent authorities of the Roman Catholic Church have latterly expressed a strong opinion against every form of United Education, and have demanded to have placed under their exclusive control the educational institutions of the country, in order that the Roman Catholic people of all classes may therein be separately trained. Such a system as this demanded scarcely exists even in the most despotic states, and is apparently inconsistent with the responsibilities of a constitutional country. It is certain, however, that any proposal from such learned and such venerable personages should be, and has been, received with profound respect by the educated Roman Catholic laity; and if we had not to deal with the practical realities of professional and business life; if we did not live in communities of mixed and often jarring interests and ideas; if we had merely our sentiments as religionists, and not our duties as citizens and fathers to consult; if we had not before us our country torn asunder and paralysed for centuries by the hatreds and antagonisms of religious feuds; then it might be our duty to consider how far those aspirations after an ideal monastic perfection could be carried into effect in civil life and a free country. But, imperfect as all human institutions necessarily are—limited as public expenditure must be—having to consult in a mixed community, and under a constitutional government, the feelings and opinions, the rights and even prejudices of others besides ourselves, it is incumbent on us as Roman Catholics to make use of and improve what is practically at hand; to appropriate the substance rather than risk its loss, by clutching after a shadowy ideal, a splendid phantom. Such has been, after ten years' experience, the practical verdict of the Roman Catholic laity of this province. Such was the opinion of the venerated Catholic Prelates who sanctioned by their counsels the statutes and regulations of these Colleges, and who were appointed by our gracious sovereign to the influential positions of Visitors and Senators of the University. It is to be hoped that the ephemeral necessities of foreign policy which now complicate this question, shall yet give way to the great interests of learning and of society, and that the educated Roman Catholic laity, whilst firm in their independent and conscientious support of liberal and united education, shall have the happiness to be guided by those eminent authorities, the venerated guardians of religion and morality, in the important task of rendering more and more perfect the great system of public instruction for all classes, which, even in its incomplete form has already effected so much good.

"Finally, I beg to observe as to the discipline of the College and the conduct of our students during the past year: it has been eminently satisfactory to the College authorities. I do not believe that in any educational establishment in the United Kingdom, even in those most specially under ecclesiastical control, there could be found an equal number of young men, more uniformly distinguished by gentlemanly demeanour, by steadiness and propriety of conduct, and by application to their studies. The several professors, and the deans of residences have constantly spoken of the students under their charge in the highest terms. Trained in this institution to respect in others that freedom of opinion which each challenges for himself; versed in the arts and learning of practical life, but deeply feeling how utterly those are subordinate to the great responsibilities of conscience and of religion, the students of this College will enter upon the world, worthy to be citizens of this great empire, and firm in their loyalty to our beloved

APPENDIX D.

Report of Proceedings of General Meeting.

Queen, under whose benignant sceptre the constitutional freedom and religious liberty of our country are preserved."

DISTRIBUTION OF PRIZES.

College Gold medals were awarded to Andrew Commins, A.M., LL.D., Cornelius Daly, and Thomas Allen.

History and English Literature.—1st, Michael Seymour; 2nd, John O'Regan.

Natural Philosophy.—1st, Henry Ridings.

Physical Geography.—John O'Regan, Henry Ridings.

Metaphysics.—Henry Ridings.

Jurisprudence and Political Economy.—2nd, John O'Regan; 2nd, Michael Seymour, equal.

Greek (senior).—Francis Woodroffe, Samuel Grubb.

Latin (senior).—1st, John Lambert.

Mathematics (senior).—1st, D. M'M. Testro; 2nd, John Popham; 3rd, Pierce Power.

Logic.—D. M'Mullen Testro.

Chemistry.—1st, D. M'M. Testro; 2nd, John Popham; 3rd, Pierce Power; 4th, John Denmeade.

Greek (junior).—2nd, Robert Jameson; 3rd, Alfred Harvey.

Latin (junior).—1st, Robert Jameson.

English Language.—1st, William Thomas; 2nd Abram Palmer.

Modern Languages.—1st, William Thomas; 2nd Samuel Grubb.

Mathematics (junior).—1st, Robert Jameson; 2nd, John Denmeade; 3rd Alfred Harvey.

Engineering.—1st, John Denmeade.

Geology and Mineralogy.—1st, Patrick O'Keeffe; 2nd, Robert Stirling.

Agriculture (senior).—1st, Patrick O'Keeffe.

Agriculture (junior).—1st, Thomas Strangman.

Natural Philosophy (junior).—2nd, Charles Sykes.

Celtic.—1st, Stephen O'Sullivan.

Medical Jurisprudence.—1st, Michael Rahilly; 2nd, Patrick Crowly.

Practice of Medicine.—1st, Michael Rahilly; 2nd, Patrick Crowly.

Surgery.—1st, John S. Levis; 2nd, William H. Jones.

Practical Anatomy (senior).—1st, John S. Levis; 2nd, Charles Haines; 3rd, Denis A. Riordan; 4th, William H. Jones.

Practical Anatomy (junior).—1st, Joseph Curtis.

Midwifery.—1st, John S. Levis; 2nd, William H. Jones.

Practical Chemistry.—1st, Edmond Willet; 2nd, Joseph L. Curtis.

Materia Medica.—1st, Edmond Willett; 2nd, Denis J. O'Flynn.

Natural History.—Frederick H. Dunbar.

Anatomy and Physiology (senior).—1st, Joseph L. Curtis; 2nd, Denis J. O'Flynn.

Anatomy and Physiology (junior).—1st, Robert D. Joyce; 2nd, Frederick H. Dunbar; 3rd, Stephen O'Sullivan.

French.—1st, Frederick H. Dunbar; 2nd, J. J. Ryan.

Natural Philosophy.—1st, Frederick H. Dunbar; 2nd, Henry Corbett.

SIR ROBERT KANE then proceeded to address His Excellency on the part of the College authorities as follows:

"MY LORD,—It is now my duty to present to your Excellency on the part of my colleagues, the Vice-President and Professors, and also for the Scholars and Students of the College, our sincere and respectful thanks for the honour you have this day conferred upon our body and on this institution, by so courteously consenting to confer our academic rewards. The presence of the representative of Majesty in this Hall on such an occasion is in itself a guarantee of the high favour and discriminating patronage afforded by our Sovereign and her illustrious Consort to science, to literature, and to art, and thus august sanction acquires additional force and lustre when typified by a nobleman whose love for literature, and appreciation of intellectual power, with which he has proved himself to be so highly gifted, tempts us to forget the Viceroy in the scholar, the eminence of rank in greatness of literary success. In the name of my colleagues and of our students, I beg to thank your Excellency for the favour you have conferred on us to-day."

The LORD LIEUTENANT, who was received with great enthusiasm, then said—

"Mr. President, I rise to return you my most sincere thanks for the honour you have been pleased to bestow upon me. I can assure you that I have felt the greatest pleasure in discharging the honourable functions which have been just assigned to me, of the distribution of prizes to the successful candidates of the Queen's College of Cork. This is not the first time that I have been within your walls; and although they may not present the time-honoured associations of hoar antiquity, or the mellow tints which cling to the dim cloister and venerable groves of our older Universities, yet it is most interesting and most instructive to witness the start of youthful impulse and the promising dawn of your early prowess (great applause). I learn with great satisfaction, from the very clear and able statement of your distinguished President, that the matriculation returns of the present year exhibit some increase over those of past years, and that the natural proportion between the members of different religious persuasions remains undisturbed (cheers). On an occasion like the present I impose upon myself the duty of recollecting that, while there are times when a frank and distinct expression of opinion may seem to be required, yet I should do very ill to introduce into those peaceful hamlets and amidst those serene observances for doing honour to science and literature any topic that savours of a controversial character. I would imitate in this respect the conduct of the—

> 'Great Emathian conqueror, who bid spare
> The house of Pindarus, when temple and tower
> Went to the ground;'

so in this peaceful bower of the Muses, we know nothing of the discords which agitate the world without (loud cheers). It is to you, my young friends, the prizemen and successful competitors of this afternoon, that I will address the few remaining observations I have to offer. It must have been deeply gratifying to you, in the presence of this distinguished academical conclave, and of so many distinguished fellow citizens, as well as softer smiles of approval beaming round us—(loud cheers and laughter)—to receive your well-earned and hardly-won tokens of success (loud cheers). You will not, I trust, lag behind in the career which you so auspiciously entered (hear, hear). There is every thing in your favour—your own emulative efforts, so auspiciously commenced and rewarded—and the character and reputation of the Professors of the College to assist and encourage you (hear, hear). There is a burthen of a celebrated popular song—'Excelsior'—which ought to be your maxim in every field of exertion, and every walk of life (cheers). But while I hope that your future collegiate career will exhibit the same successful perseverance which seems to have marked its commencement, that you will not fail to remember that your future career does not end with the class, the lecture, the examination, or the degree (hear, hear). There is still the battling, busy, bustling world before us—there is still a mysterious human life, with its fears, its hopes, and its struggles still looming before us (hear, hear). Win for yourselves, my young friends, competence, honour, wealth, and station. These are some of the hopes and purposes which have led to your successful exertions, but than all these advantages and acquirements there are things more real—more precious—more ennobling, and more enduring (hear, hear). The force of character which each of you may make for himself will teach you how to use these things, and accompany your abilities and acquirements with that kindness of heart which will make mankind your well-wishers. And when you have performed the social duties which your state of life imposes, you will feel the conscious thrill of duty done, and the hopes and assurances that lie in a world beyond the skies" (loud and enthusiastic applause).

His Excellency then retired and was accompanied to the entrance with the same ceremonial that greeted his arrival.

Appendix E.

Official Reports of Professors.

APPENDIX E.

Form of Circular from President and Official Reports from Professors furnished in compliance therewith.

Return to be filled up by the Professor of ——, and to be returned to the Registrar so filled up, for the official information of the President, on or before the , being for the Collegiate Session, 1858-59.

A.—As to the course or courses of lectures given by the Professor: 1st. Duration and extent of the course, number of terms. 2nd. Number of weeks of lectures in each term. 3rd. Number of lectures weekly, and days and hours of lectures.

B.—The description or title of the course or courses of lectures delivered, and a general abstract of the subjects of instruction contained in the course, and the title of the text-books recommended.

C.—Whether the lectures are illustrated by reference to maps, diagrams, specimens, or experiments, and a general notice of the kinds of illustrations used.

D.—Whether any method of tutorial or other special instruction is employed, as by setting out portions of text-books for lessons, by themes, or exercises in composition, or problems; and whether special class examinations are held, and at what time; or whether herborization excursions or field exercises are given.

E.—What faculties or division of students are those attending courses of lectures of the Professors making the return.

F.—The number of students attending each course, distinguishing matriculated and non-matriculated students, and the general regularity of attendance.

G.—The general conduct of students at the Professor's lectures, and the general state of discipline as regards the Professor's classes.

H.—The general condition of the department of which the Professor has charge, as to supplies, fitments, cleanliness, and accommodation, for the purposes of instruction.

The Professor, in making the above returns, is requested to mark the answers with the letter designating the portion of the form of return as above, to which each answer refers.

By order of the President,

(Signed,) Robert J. Kenny, *Registrar.*

Report of the Professor of Greek.

A.—1. Terms, three. 2. In the first term, eight weeks; in the second term, thirteen weeks; in the third term, three weeks. 3. Ten lectures weekly, the students being divided into three classes, viz.—two ordinary and one extra class, and four lectures in each week given to each of the two former, and two lectures in each week to the last.

B.—The Greek language and literature. In the ordinary classes the text-books were taken from the University honor course; in the extra class, portions of Æschylus, Thucydides, Plato, and Demosthenes were read.

C.—The lectures were illustrated by reference to maps and a diagram, hanging on the walls of the lecture room.

D.—Portions of the authors lectured upon were prepared by the students in the intervals between the lectures. Special instruction was given, in each class, in composition in prose and verse.

E.—Exclusively those belonging to the Faculty of Arts.

F.—Twenty-two matriculated students, and one non-matriculated, the attendance being very regular.

G.—The general conduct and discipline of the students were most praiseworthy.

H.—The general condition of the departments as to supplies, fitments, cleanliness, and accommodation, was satisfactory.

November 19, 1859. John Ryall.

Report of the Professor of Latin.

A.—1. Three terms. 2. First term, eight weeks; second term, nine weeks; third term, three weeks; Junior class, four lectures weekly, Monday, nine, A.M.; Tuesday, ten, A.M.; Wednesday, ten, A.M.; Thursday, ten, A.M. Senior class, three lectures weekly, Monday, ten, A.M.; Wednesday, nine, A.M.; Friday, ten, A.M. Extra class, two lectures weekly, Tuesday, eleven, A.M.; Thursday, eleven, A.M.

B.—The Latin Language—Text-books of lectures. Junior class, Virgil, Æneid, Book V., and part of Cicero De Amicitiâ. Senior class, Horace, First Book of the Epistles, and Tacitus' Annals, part of Book I. Extra class, Cicero's Verrine Orations, Book V., and part of the Satires of Persius. In the extra class, passages from English poets and prose writers were translated into Latin by the students.

C.—Large maps of ancient Greece, Italy, and Asia Minor, hung on the walls of the lecture-room, were used for illustration of the lectures. Frequent reference was also made to a collection of electrotype copies of ancient coins, medals, and gems.

D.—The students were always expected to prepare for each lecture a portion of the text-book, in which they were examined by *vivâ voce* questions. In the senior and junior classes, Arnold's Introductions to Latin Composition were used as exercise books. In the Latin classes the progress of the students was tested at the close of the session by examination papers, to which they returned answers in writing.

E.—Students in Arts.

F.—Junior, ten; nine matriculated; one non-matriculated. Senior, fourteen matriculated; one non-matriculated. Extra, three matriculated.

G.—Quite satisfactory.

H.—Satisfactory.

Bunnell Lewis.

Report of the Professor of History and English Literature.

A.—1. Three terms. 2. Twelve (on the average). 3. Three lectures weekly. History—Tuesday, Thursday, Saturday, 12-1. English—Tuesday, Thursday, Saturday, 12-1. English Language—Tuesday, Thursday, Saturday, 11-12.

B.—1. Lectures on the History of Modern Europe, with special reference to the rise and progress of constitutional government. Text-books: Hallam's Middle Ages; Sir F. Palgrave's Rise and Progress of the English Commonwealth; Thierry's History of the Norman Conquest; Lappenberg's History of Anglo-Saxon and Anglo-Norman Kings; Guizot's History of Civilization in Europe. 2. Lectures on English Literature, from Anglo-Saxon times to the 17th century. There is a want of a good text-book in this department. 3. Lectures on the English Language. Text-book: Professor Craik's Outlines of the History of the English Language.

C.—Lectures illustrated by Von Spruner's Historic Atlas, Major Bell's Historic Tables, and by general maps.

D.—The students are exercised in original composition; and the practice of writing good English translations from Latin or French is strongly recommended as one of the best exercises in English composition.

E.—Chiefly in the Faculty of Arts.

	Matric.	Non-Matric.	Total.
F.—1. History,	7	2	9
2. English Literature,	9	2	11
3. English Language,	14	2	16

The attendance generally regular.

G.—Discipline satisfactory.

H.—The department is well supplied.

William Rushton.

REPORT of PROFESSOR of MODERN LANGUAGES.

A.—1. The course of instruction in French comprised three terms, and two terms the instruction given in the German Language. 2. First term, eight weeks; second term, fourteen weeks; third term, three weeks. 3. Three lectures weekly in each class, Mondays, Wednesdays, Fridays.

B.—The courses of lectures consisted of instruction on the syntax, idioms, comparative grammar, and literature, with exercises.

C.—No diagrams, illustrations, &c., required.

D.—The tutorial method blended with the professorial, as during the preceding years, the following text-books being used: Baitho's Histoire de la Litterature Française; Fables de Lafontaine; Oraisons de Bossuet; Tragedies de Racine; Schiller's Wilhelm Tell; Göthe's Ballads; Schiller's Thirty Years' War, with elegant extracts

E.—Students of Modern Languages belong to the Faculties of Arts and Medicine.

F.—Number of students in classes: Senior French, eighteen; Junior French, seventeen; German, seven.

G.—The general conduct of the students was excellent.

H.—The general condition of the department very satisfactory.

R. DE VERICOUR.

November 18, 1859.

REPORT of the PROFESSOR of CELTIC.

A.—1. Two terms, namely, the second and third. 2. Twenty weeks. 3. Four lectures weekly, and sometimes more. The days were, Monday, Wednesday, and Friday; the hours twelve and three.

B.—The course of lectures comprised grammar, exercises, reading, translating, and parsing; written lectures on portions of the History of Ireland, such as the ceremony of inaugurating the kings, princes, and chiefs of Ireland; their hereditary officers and literary professors; and the families who were eligible to become provincial kings and monarchs in early times. The class-books were Keating's Ireland, by Haliday; The Battle of Moy Lena, by the Irish Archæological Society; and the original text of the Annals of the Four Masters.

C.—The historical lectures were occasionally illustrated by reference to the historical and topographical map of Ireland, prefixed to my edition of the Annals of the Four Masters.

E.—The students were of the Faculties of Arts and Medicine, and non-matriculated.

F.—The number of pupils was five; three matriculated, and two non-matriculated; their attendance was very regular.

G.—My pupils were attentive, courteous, and respectful.

H.—The lecture room was sufficiently supplied with the necessary requirements, and was well attended to.

N.B.—Since October, 1859, nine pupils have attended my lectures.

OWEN CONNELLAN.

REPORT of the PROFESSOR of LOGIC and METAPHYSICS.

Logic.

A.—1. One term. 2. Fourteen.* 3. Three, Tuesdays and Thursdays, at two o'clock; Saturdays, at nine o'clock.

B.—Logic, Deductive and Inductive—Aldrich, portions of Mill, Baynes, &c.

C.—No illustrations are used, except such as are drawn or written on the board during the course of the lecture.

D.—Both the tutorial and professorial systems are used; the former chiefly at the commencement, the latter at the termination of the course.

E.—Second year's students in Arts and students in Medicine.

APPENDIX E.

Official Reports of Professors.

F.—Nine—six matriculated; three non-matriculated.

G.—Conduct of the students in the class rooms unexceptionable.

H.—The lecture room assigned to the mental sciences is still occupied by the Pathological Museum. In the private room attached to the lecture room several fitments, &c, are required, of which particulars have been sent in, as requested in a circular from the President.

Metaphysics.

A.—1. Two terms. 2. The first term eight weeks. The second fourteen weeks.*

B.—History of Philosophy and Psychology. History of Philosophy of the University of France—Cousin, Morell, Hamilton, Reid, &c.

C.—None.

D.—The professorial method of instruction predominates in the course. Special examinations are held.

E.—Third year students and graduates in Arts.

F.—Five—all matriculated.

G.—Conduct of the students in the class rooms unexceptionable.

H.—Same answer as in the report of the Logic class.

G. S. READ.

REPORT of the PROFESSOR of MATHEMATICS.

A.—Three courses of lectures to students of first, second, and third years respectively. The two former courses are required by the statutes; the other is voluntary. The lectures began on October 27, and ended on May 23. The number of weekly lectures was eight. The days and hours of lecture were Monday, at twelve, two, P.M., and three, P.M.; Wednesday, at twelve, and two, P.M.; Friday, at twelve, two, P.M., and three, P.M.

B.—The subjects of lecture were as follows: to the first year's class, Arithmetic, Algebra, Geometry, and Plane Trigonometry. To the second year's class, Spherical Trigonometry, Analytical Geometry of two dimensions, Solid Geometry, Differential and Integral Calculus. To the third year's class, Analytical Geometry of three dimensions, Differential Equations, &c. The text-books were, Hind's Arithmetic, Potts's School Euclid, Todhunter's Algebra, Thomson's Trigonometry, Todhunter's Analytical Geometry, Todhunter's Differential and Integral Calculus, Leroy's Geometry of three dimensions, Boole's Differential Equations.

C.—All lectures were illustrated.

D.—Portions of text-books were recommended. Problems were given out by the Professor at the end of each lecture, the solutions to which were brought by the students at the following lecture, taken home by the Professor and examined by him, and delivered to the students at the next succeeding lecture. Tutorial instruction was also given on two days in the week by some of the more advanced students, under the direction of the Professor.

E.—Students of Arts and Engineering.

F.—Junior class, thirty-four, second class, seventeen; third year's class, three. Some who were non-matriculated at the commencement of the course matriculated afterwards.

H.—Satisfactory.

GEORGE BOOLE, D.C.L.

Blackrock, Nov. 26, 1859.

REPORT of the PROFESSOR of NATURAL PHILOSOPHY.

A.—1. Four courses, each extending through three terms. 2. In the first term nine weeks; in the second, thirteen weeks; in the third, three weeks. 3. In the senior division of the class of General Physics three lectures were delivered in each week, viz., on Mondays, Wednesdays, and Fridays, from ten to eleven o'clock. In the junior division of the class of General Physics two lectures in each week, viz., on Tuesdays and Thursdays, from eleven to twelve o'clock. In the class of Engineering Physics three lectures in each week, viz., on Mondays, Wednesdays, and Fridays, from twelve to

---

* The Professor was absent for a short period during the second term with leave, and on College business. The lectures were made up to the students.

* See note in preceding column.

APPENDIX E.

Official Reports of Professors.

one o'clock. In the class of Mathematical Physics three lectures in each week, viz., on Tuesdays, Thursdays, and Saturdays, from one to two o'clock.

B.—In the classes of General Physics the subjects were—Mechanics, Hydrostatics, Optics, Astronomy, Heat, Magnetism, Electricity, and Electro-Magnetism. Text-books—Galbraith and Haughton's Manuals; Ganot, Traite de Physique, Dr. Golding Bird's Natural Philosophy. In Mathematical Physics—Duhamel, Cours de Mecanique; Lloyd's Optics; Brinkley's Astronomy. In Engineering Physics—Tate's Exercises on Mechanics; selections from Moseley's Mechanics; Dixon's Heat; De Pambour's Theory of the Steam Engine.

C.—The lectures on General Physics were fully illustrated by experiments and diagrams.

D.—In Mathematical and Engineering Physics the tutorial method of instruction was chiefly used; in the classes of General Physics the professorial.

E.—The senior class of General Physics was attended by students of third year in Arts, and second year in Engineering. The class of Mathematical Physics was optional for students in Arts and Engineering. The class of Engineering Physics was attended by students of the second year in Engineering. The junior class of General Physics was attended by students of the first year in Medicine, and first year in Agriculture.

F.—Senior division, General Physics, twenty matriculated; junior division, General Physics, nineteen matriculated, two non-matriculated; Mathematical Physics, two matriculated; Engineering Physics, twelve matriculated.

G.—The conduct of students in the lecture room was invariably good. The general attendance was regular.

H.—Satisfactory.

JOHN ENGLAND.

REPORT of the PROFESSOR of CHEMISTRY.

A.—Two courses; theoretical and practical. 1. Theoretical, of three terms. 2. Practical, three months. In first course and first term nine weeks; in second term fourteen weeks; in third term seven weeks. 3. Three lectures a week, on Monday, Wednesday, and Friday, at eleven A.M. In the practical course, the hours for instruction were from two to three on Monday and Wednesday, and from three to four on Tuesday and Thursday.

B.—The theoretical course embraced the laws of combination; the history and properties of the metallic and of the non-metallic bodies: the theories of organic chemistry; and the description of organic compounds. The practical course embraced instructions in the laboratory, in chemical manipulation, analysis, and testing for poisons. In addition to this, the laboratory was open—under certain regulations—to students desirous of pursuing a more extended course of analysis.

C.—The theoretical course was abundantly illustrated by diagrams, specimens, and experiments.

D.—The professorial system was followed; but questions were frequently put to the students during the lectures, and ample opportunity afforded, after each lecture, for the discussion of difficulties and for explanations.

E.—Students of the Faculties of Arts and Medicine.

F.—Thirty-seven matriculated and eleven non-matriculated in the theoretical course, and twelve in the practical course. The attendance was very regular.

G.—Their general conduct was good, and the state of discipline excellent.

H.—The general condition of the chemical department, as to supplies, fitments, &c., for the purposes of instruction is very good.

J. BLYTH, M.D.

REPORT of the MEDICAL JURISPRUDENCE COURSE.

A.—Three months. Three lectures weekly, on Tuesday, Thursday, and Friday, at two, P.M.

B.—The subjects chiefly enlarged upon were toxicology, infanticide, injuries, wounds, the rules regulating the admission of evidence in legal procedure. The text-books recommended were Taylor's Medical Jurisprudence, and Taylor on Poisons, with the perusal of leading cases reported, as for example, Lord Ferrer's case, Hadfield's case, the Gardner and Douglas Peerage cases, &c., &c.

C.—The course was illustrated by experiments when necessary.

D.—The method of teaching was by lectures alone.

E.—Students of the Faculty of Law and Medicine.

F.—Twelve matriculated students attended very regularly.

G.—Their conduct was good, and the discipline excellent.

H.—The department of Medical Jurisprudence is at present entirely dependent on that of Chemistry for the apparatus and materials necessary for illustrating the toxicological portion of the course.

J. BLYTH, M.D.

NATURAL HISTORY.

A.—Two courses were delivered by the Professor of Natural History during the Session 1858–9, viz.:—one on Zoology and Botany, and one on Physical Geography. 1. The course on Zoology and Botany included seventy lectures, delivered during the first, second, and third terms of the session. That on Physical Geography numbered twelve lectures, delivered during the third term. 2. Lectures were delivered during nine weeks in the first term; during six weeks in the second; and during eight in the third. 3. In each week, three lectures were delivered on Zoology and Botany, between the hours of three and four, P.M., on Mondays, Wednesdays, and Fridays. The lectures on Physical Geography were delivered on the same days, from ten to eleven, A.M.

B.—The course of Zoology and Botany embraced a series of lectures on the Morphology, Classification, Distribution, Physiology, and Development of Plants and Animals. The earth as a whole, the land, the water, the air, the changes which the globe is now undergoing, and the relations which it bears to its living inhabitants, were the principal subjects discussed under the head of Physical Geography. The text-books recommended were as follows:—In Zoology and Botany: Patterson's Zoology for Schools; Dallas's Natural History of the Animal Kingdom; Carpenter's Principles of Comparative Physiology; Gray's First Lessons in Botany; Lindley's School Botany: Henfrey's Elementary Course of Botany; Bentham's Handbook of the British Flora. In Physical Geography: Hughes's Outlines of Physical Geography; Somerville's Physical Geography; Humboldt—Selections from his Cosmos, as translated from Sabine. Each student was requested to provide himself with a selection from the above list.

C.—The lectures were illustrated by reference to maps, diagrams, specimens, and microscopic preparations.

D.—In the teaching of the various subjects introduced, prelections were combined with tutorial instruction. Herborizations were given during the third term.

E.—The lectures on Zoology and Botany were attended by students of the second year in the Faculty of Arts, of the first year in the Department of Agriculture, and of the first year in the Faculty of Medicine. Students of the third year in the Faculty of Arts attended the course of Physical Geography.

F.—Thirty-two students attended the lectures on Zoology and Botany. Five of these were non-matriculated. Eight students were disqualified on account of insufficient attendance. The other students attended regularly. The course of Physical Geography was delivered to six students, all of whom were matriculated. These attended with sufficient regularity.

G.—The general conduct of the students was, upon the whole, satisfactory.

H.—The entire department of which the Professor has charge is in an efficient condition. The lecture room, however, is rather small, and, for the purposes mentioned in the last report, a private room is much wanted by the Professor.

J. REAY GREENE.

Report of the Professor of Geology and Mineralogy.

A.—The course extended over three terms, the first term including ten weeks; the second, thirteen; and the third, three weeks. The weekly number of lectures was three, the days being Mondays, Wednesdays, and Fridays, at the hour of one to two, P.M The total number of lectures given in the course being seventy-four.

B.—The title of the course was lectures on Geology and Mineralogy, and the subjects embraced therein were Physical Geography, so far as this had reference to Geology, Physical Geology, and Palæontology, and a description of the physical properties and characters of the most important and most common mineral substances. The text-books to which reference was principally made were—Somerville's Physical Geography; Hughes's Outlines of Physical Geography; Page's Introductory Text-book of Geology; Lyell's Manual; Lyell's Principles of Geology; and Nicol's Manual of Mineralogy.

C.—The lectures were illustrated by maps, diagrams, and specimens.

D.—The lectures were of a professorial nature, and practical field instruction was given during the last term.

E.—The students attending the lectures belonged to the Engineering and Agricultural Departments of the Faculty of Arts.

F.—The number of students attending the course was fourteen, all being matriculated, and the character of the attendance was satisfactory.

G.—The conduct of the students during lecture was in every instance such as to be perfectly satisfactory to the Professor.

H.—As regards fitments, cleanliness, and accommodation, these are in all respects such as to meet with the Professors' approval. The state of the walls of the lecture room from damp is such that the Professor has had already occasion to allude to it, and it sometimes happens that during heavy rains some of the benches are in such a condition as to render them absolutely useless from being flooded by water.

Robert Harkness, *Professor*.

19th November, 1859.

Report of the Professor of Civil Engineering.

A.—1. Three terms 2. First term of lectures, eight weeks; second term of lectures, fourteen weeks; third term of lectures, four weeks. 3. Three for each class. Senior class, Tuesday, Thursday, Saturday, ten, A.M. to eleven; junior class, Monday, Wednesday, Friday, ten to eleven. Drawing class, junior and senior class, open on Tuesday, Thursday, and Saturday, ten, A.M., to two P.M.

B.—Junior class. Subject of lectures—General theory and application of the various instruments required for Engineering Field Works; Surveying and Levelling; Descriptive Geometry; Orthographic and Isometric Projection; Perspective. Text-books — Williams' Geodesy; Simms on Instruments; Simms on Levelling; Hall's Descriptive Geometry; Engineer and Mechanists' Drawing Book. Senior class—Principles of Architecture; Materials used in construction; Construction of bridges, roads, railways, canals, &c.; Hydraulic Engineering; Strength of Materials. Drawing office—The junior class are chiefly employed in drawing problems given at lectures, and a few easy examples of their application, and in mapping. The senior class in making working drawings of examples of the subjects of lectures.

C.—Illustrated by maps, diagrams, specimens, and instruments.

D—Both the professorial and tutorial methods are employed. Field instruction in surveying, levelling, and use of instruments is given.

E.—Students in Engineering and Agriculture

F.—Students in Engineering—matriculated, twenty-four; non-matriculated, none. Students in Agriculture, matriculated, one; non-matriculated, none. Attending Drawing Office, three. Attendance in general regular.

H.—The general condition of the department as to supplies, &c., is good.

Alexander Jack, M.A., *Professor*.

Report of the Professor of Agriculture.

A.—Courses of Lectures. 1. From the 2nd of November, 1858, to the 19th of May, 1859. 2. Seven in the first, thirteen in the second, and three in the third term. 3. Nine; viz., three to each of three classes: Tuesdays, Thursdays, and Saturdays, nine to ten, eleven to twelve, one to two.

B.—Science of Agriculture, Practice of Agriculture, and History and Diseases of Farm Animals. In the Science of Agriculture—Agricultural Geology, Agricultural Chemistry, Vegetable Physiology, Agricultural Botany, and Entomology. In the practice of Agriculture—the implements and machines of Agriculture; land improvement; farm buildings; the culture and harvesting of the several crops; the valuation of land; farm finance; the principles of Arboriculture and gardening. In the History and Diseases of Farm Animals—the genera, species, and varieties of the domesticated animals; the breeding, rearing, and general management of farm animals, with a reference to the diseases to which they are most liable, with the treatment. Class books—in the Science of Agriculture—Johnston's Lectures on Agriculture; Morton's Encyclopedia of Agriculture, &c. In the Practice—the last mentioned work; Stephen's Book of the Farm; the Journal of the English Agricultural Society; and the Transactions of the Highland Society of Scotland. In the History and Diseases of Animals—Youatt and Low's works; Morton's Encyclopedia; Spooner, &c., &c.

C.—They are.

D.—The books, or portions of books, which the students ought to read, are indicated to them as the courses proceed, and an examination is had at the conclusion of each subject. Questions are given to be answered in writing, and a few (not more than eight or ten in the session) excursions are taken with the class to the Model Farm, and elsewhere in the neighbourhood of the city.

E.—Faculty of Arts—Department of Agriculture.

F.—In the Science of Agriculture—four matriculated, one non-matriculated. In the Practice of Agriculture—two matriculated, none non-matriculated. In the History and Diseases of Farm Animals—two matriculated, one non-matriculated. The attendance of the matriculated students was excellent; of the two non-matriculated students, not good.

G.—Nothing could possibly be better.

H.—Every thing I require is provided for the theoretic teaching of my class; but the means, as I have never lost an opportunity of remarking, necessary for affording a practical knowledge of Farming, of Veterinary Science, Farm Architecture, or Farm Engineering, are not provided in this College.

Edmund Murphy, *Professor*.

Nov. 21, 1859.

Report of the Professor of Anatomy and Physiology for the Session 1858–59.

A.—Two courses. 1. The two courses consisted of 122 lectures, and 110 Anatomical demonstrations, delivered during the Medical Session. 2. Seven weeks before Christmas, and seventeen weeks after the recess. 3. Ten lectures and demonstrations, in each week, during the Winter Session, delivered from twelve to one, and from one to two o'clock, daily.

B.—One course is entitled Anatomy and Physiology; the other course, Practical Anatomy, or Anatomical Demonstrations and Dissections.

The dissections performed by the students are super-

APPENDIX E.

Official Reports of Professors.

intended by the Professor of Anatomy and Physiology, and by his assistant, Dr. Shinkwin, the Demonstrator of Anatomy.

The course of Anatomy and Physiology comprehends the following subjects :—

1. Nature of life and organization ; general exposition of the vital functions; general and special descriptions of the tissues of the human frame ; the composition and structure of the solids and fluids, viz., the blood, the chyle, saliva, gastric juice, bile, &c. This portion of the course includes histology and microscopic anatomy.

2. Physiological Anatomy of the organs of support and locomotion, circulation, respiration, digestion, secretion, excretion, absorption, reproduction ; the brain and its membranes; the spinal cord and its membranes ; the ganglia and nerves ; the organs of the senses of touch, taste, smell, vision, hearing ; organ of voice, &c.

3. The course comprehends all branches of human physiology, and is constantly elucidated by reference to comparative anatomy and pathology.

The course of Physiology is illustrated by microscopical demonstrations.

The course of Practical Anatomy comprehends the demonstrations of the bones, ligaments, joints, muscles, arteries, veins, nerves, and the relative anatomy of the viscera, membranes, and fasciæ.

In this course the Professor is assisted by the Demonstrator of Anatomy. Surgical Anatomy is taught by special demonstrations of the principal regions of the human body, considered in their practical relations to accidental injuries and to operative surgery.

The text-books chiefly used are the following, viz., Todd and Bowman on Physiological Anatomy; Carpentor's Human Physiology and Comparative Physiology ; Valentin's Physiology; the works of Quain and Sharpey ; Harrison's Dublin Dissector ; Harrison on the Arteries; Corbett on the Arteries ; Wilson's Anatomist's Vade Mecum ; Ellis's Demonstrations ; Gray's Anatomy ; Köllikor, Gerber, Quickett, and Hassel, on Microscopic Anatomy.

C.—The lectures are illustrated by recent and preserved dissections, by charts, diagrams, plates, and anatomical preparations. The principles of Physiology are elucidated by experiments instituted upon animals when deemed necessary.

D.—The students are examined, *vivâ voce*, on the subjects treated of in the lectures ; sometimes once per week ; at other times every fortnight. On particular occasions the examinations are held more frequently, according to the difficulty of the subjects to which their attention has been directed. Examinations are generally held on Monday or Saturday, at one o'clock.

Written questions and answers, in these classes, have been resorted to only at the examinations held in October for the Medical Scholarships, and at the examinations for Prizes, which take place at the termination of the session.

E.—The courses attended only by students of Medicine and Surgery.

F.—Total number, fifty-four ; forty-six matriculated, eight non-matriculated students. Forty-four students attended the course of Anatomy and Physiology ; thirty-three were engaged in Practical Anatomy. The students attend the lectures, demonstrations, and dissections with great regularity.

G.—The students conduct themselves with extreme order and attention during the delivery of the lectures. The general state of discipline in the Anatomical Classes has been exemplary.

H.—Supply of anatomical preparations, plates, charts, and diagrams, available for the purposes of instruction, considerable. The rooms are kept in a state of cleanliness ; but the apartments in the Clarendon Building do not afford proper accommodation for the number of students, requirements of the Professor, or the arrangement and conservation of the Anatomical Museum ; the theatre defective in size, ventilation, and light, is unsuited for anatomical lectures ; and the serious inconvenience sustained during the present session cannot be too urgently pressed upon those authorities, who have it in their power to afford some immediate relief.

J. H. CORBETT.

RETURN of the PROFESSOR of the PRACTICE of PHYSIC as required by the PRESIDENT.

A.—A course of lectures extending over two terms ; entire duration being six months ; three lectures each week, with the exception of a fortnight at Christmas.

B.—Lectures on the Practice of Physic—embracing the general Pathology of internal diseases ; their symptoms and treatment. Text-books—Watson on Practice of Physic ; Hughes, Bennett, and Aitken on same subject, with separate works for several classes of diseases.

C.—Lectures illustrated by reference to plates and morbid specimens.

D.—Class examinations are held fortnightly, and clinical instructions given at Mercy Hospital.

E.—Students of the Medical Faculty solely.

F.—The number of students were seventeen matriculated, and one non-matriculated. The attendance was generally very good.

G.—The conduct of students, and the discipline observed, was excellent.

H.—Nothing is defective in this department except the condition of the room for Pathological Museum, which is entirely unsuited for the purpose.

DENIS C. O'CONNOR, M.D., *Professor.*

Nov. 19, 1859.

REPORT of the PROFESSOR of SURGERY.

A.—1. Six months. 2. Sixty lectures in the course. 3. Monday, Wednesday, Friday, three o'clock, P.M.

B.—Description of the course, the same as in last return.

C.—Same as last return.

D.—Same as last return.

E.—Same as last return.

F.—Twenty matriculated, two non-matriculated. Attendance regular.

G.—Conduct of the students was very satisfactory.

H.—The department is well supplied.

DENIS B. BULLEN, M.D., *Professor.*

Nov. 26, 1859.

REPORT of the PROFESSOR of MIDWIFERY.

A.—1. Six months. 3. Three—Mondays, Wednesdays, and Fridays, four o'clock.

B.—Midwifery—physiology of generation, gestation, and parturition ; practice of Midwifery, diseases of the puerperal state, and diseases and management of children.

C.—Preparations, models, diagrams, casts, &c.

E.—Medical.

F.—Thirteen matriculated ; one non-matriculated. Attendance very good on the whole.

G.—Good.

H.—General condition good ; some slight repairs wanting in casts, &c.

J. R. HARVEY, *Professor.*

REPORT of the PROFESSOR of MATERIA MEDICA.

A.—1. A course of six months duration. 3. Three lectures weekly, on Tuesdays, Thursdays, and Fridays, at two o'clock, P.M.

B.—Lectures on Materia Medica and Therapeutics, embracing jamatology in general, pharmacognosy, pharmacology, pharmacy, posology, formulation, and general therapeutics. Text-books—Pereira, Elements of Materia Medica ; Neligan on Medicines ; Christison's Dispensatory ; Forbes and Royle's Manuals ; Bouchardat Matiere Medicale ; Soubeiran Traité de Pharmacie ; Oesterlen Heilmittellehre ; Bucheim Arzneimittellehre ; Schroff's Pharmacognosie.

C.—Lectures illustrated by diagrams, schematic figures, botanical and mineralogical specimens, chemical and microscopical demonstrations ; preparations and testing of medicinal substances, &c., &c.

D.—Practical instruction consists in the chemical and microscopical exercises, together with the exhibition of the various articles of the Materia Medica.

E.—Medical Faculty.

F.—Number of matriculated students, fifteen ; non-matriculated, four.

G.—The conduct of the students left nothing to be desired. They were uniformly diligent, attentive, industrious, and well conducted.

H.—The fittings, supplies, and general condition of the department are admirable; the only thing wanting is a separate laboratory for experimental research, or the appropriation of the Museum of Materia Medica to the sole use of the Professor of that branch of medical instruction.

PURCELL O'LEARY, B. ès L., A.M., M.D.

REPORT of the PROFESSOR of ENGLISH LAW.

A.—There were four classes. The course prescribed for the classes of the first, second, and third years respectively, comprised twenty-four lectures; the course for the fourth comprised a more extended course in the subjects appointed by the ordinances of the Queen's University for the Diploma of Elementary Law, the Law of Evidence and Pleading, and Medical Jurisprudence. The lectures were delivered in the first term during the interval between the close of the Michaelmas Law Term and the Christmas Recess; in the second term, in the months of February, March, and April, previously to the Easter Recess, and occupied two weeks in the first and four in the second term; four lectures having been given to each class weekly, on Tuesday, Wednesday, Thursday, and Friday, at the hours of nine, eleven, twelve, and three o'clock, respectively.

B.—The course for the class of the first year comprised elementary instruction in the law of "Real Property," and practical conveyancing. The text-book read was "Williams on Real Property." The first volume of Stephens' edition of Blackstone's Commentaries, and the second volume of Kerr's edition were recommended for perusal and study. The course for the class of the second year comprised instruction in the Law of Personal Property, Equity, and Bankruptcy, and in the practical application of forms and precedents. The text-books read were "Williams on Personal Property," "Smith's Manual of Equity," "The Statute of Bankruptcy and Insolvency." Stephens' and Kerr's editions of Blackstone's Commentaries, Smith's Mercantile Law, were recommended for perusal and study. The course for the class of the third year, comprised "Common and Criminal Law." The text-books were Broom's "Common Law," Broom's "Maxims," Blackstone's Commentaries, Stephens' and Kerr's editions. Smith's Leading Cases, and Copinger's "County Courts," were recommended for perusal and study.

C. and D.—The several subjects were illustrated by the perusal of Abstracts of Title, and, so far as it was practicable by the consideration of cases for opinion, by requiring students to write on the subjects of them, and by reference to authorities and books of precedents, &c.

APPENDIX E.

Official Reports of Professors.

E.—Students in Arts and Law.

F.—Five students attended very regularly, one in the first, one in the second, two in the third, and one in the class of the fourth year.

G.—Unexceptionably good.

H.—It does not occur to me that I have any thing further to submit to the President in reference to this department.

MICHAEL BARRY, *Professor.*

21st November, 1859.

REPORT of the PROFESSOR of JURISPRUDENCE and POLITICAL ECONOMY.

A.—Four courses.

1. Jurisprudence and Political Economy (Arts). 2. Jurisprudence (Law). 3. Civil Law (ditto). 4. Constitutional Law (ditto). First, two terms—as to Nos. 1, 3, 4, of above courses; second, about three weeks; Third, four—Tuesday, Wednesday, Thursday, Friday;—as to first course—and at eleven o'clock. The others varied—eighteen lectures were delivered in course No. 3, and fourteen lectures in course No. 4. As to No. 2 of above courses—first, one term; second, about three weeks; Third, four—the days and hours varied—sixteen lectures were delivered,

B.—Text-books:—In Political Economy—Adam Smith, Senior, Longfield, Huskisson's "Question stated." In Jurisprudence—I know of no text-book in Jurisprudence, understanding the term as "The Science of Legislation." The books used are—Reddie's Inquiries in the Science of Law; Adam Smith's Wealth of Nations, third book. In Civil Law—The Institutes of Justinian; Gardiner's Survey of the Civil Law. In Constitutional Law—Hallam's Constitutional History.

C.—None.

D.—There are constant examinations throughout the courses, either in the text-books or in the lectures which have been delivered by the Professor.

E.—Students in Arts of the third year, and of Law in the first, second, and fourth years.

F.—In Jurisprudence and Political Economy (Arts), four; in Jurisprudence (Law), one; in Civil Law (ditto), one, in Constitutional Law (ditto), one.

G.—Excellent.

H.—No observation occurs to me on this head

R. H. MILLS.

APPENDIX F.

APPENDIX F

List of Successful Candidates.

LIST of SUCCESSFUL CANDIDATES from QUEEN'S COLLEGE, CORK, for UNIVERSITY DEGREES and HONORS, at the COMMENCEMENTS, OCTOBER, 1859.

NOMINAL RETURN of the CANDIDATES from Queen's College, Cork, on whom Degrees, Diplomas, or Certificates were conferred by the Queen's University, after the Examinations of the year 1859.

Degree Conferred in 1859.

DEGREE OF M.D.

Dann, Edward, . .	M.D.
Fagan, Matthew E., .	M.D.
Gelston, Thomas J., .	M.D.
Golding, James P., .	M.D.
Mansfield, Pierce, B.A.,	M.D.
Rahilly, Michael Joseph,	M.D.
Sigerson, George,* .	M.D.

DEGREE OF M.A.

Spedding, R. Day, B.A.,	M.A.

DEGREE OF B.A.

Macafee, David Lindsay,†	B.A.
Seymour, Ml. Stephen,	B.A.

Diploma in Civil Engineering.

Barry, Philip, C.E.
Cox, Wm. Sidney. C.E.
Galwey, John William, C.E.
Hill, Wm. Henry, C.E.
Lynch, William, C.E.

Certificate of First Medical Examination.

Clapp, Wm. H. B.
Gore, Albert Augustus.‡
Jones, Wm. Henry.
O'Flynn, Denis James.
O'Keeffe, Matthias, M.A.
Riordan, Denis Augustine.
Willett, Edmund.

NOMINAL RETURN of CANDIDATES from Queen's College, Cork, on whom Honors were conferred by the Queen's University, for their distinguished answering at the Examinations of the year 1859.

Honors for Proficiency in special subjects:—

Seymour, Michael S., B.A., 1859. First in Jurisprudence and Political Economy. Second in English Language and Literature. Second in Modern Languages.

Sigerson, George.* M.D., 1859. First in Celtic Languages.

Spedding, Robert Day, M.A., 1859. First in Sanskrit.

Macafee, David L.,† B.A., 1859. Second in Ancient Classics.

Honors for Proficiency in the course for the Diploma in Civil Engineering:—

Cox, Wm. Sidney.	Second.	Equal.
Hill, Wm. Henry.	Second.	

G. JOHNSTONE STONEY, *Secretary.*

* Dr. Sigerson attended part of the Curriculum in Queen's College, Galway.
† Mr. Macafee attended part of the Curriculum in Queen's College, Belfast.
‡ Mr. Gore, attended part of the Curriculum in Queen's College, Galway.

Appendix G.

Instruction from President and Report of Curator of Museum.

APPENDIX G.

Instruction from President, and Official Report furnished by the Curator of the Museum in compliance therewith.

Return to be furnished by the **Curator** of the **Museum** for the official information of the **President**, and to be sent in to the **Registrar** on or before the day of , 185 -5 , for Session 185 -5 .

1. Number and description of the department or division of which the Museum consists.

2. Number and general nature of the objects or specimens in each division of the Museum.

3. Number and nature of the objects obtained within the official year 1855–56.

4. General note of objects of interest obtained since March the 31st, 1856.

5. Condition and arrangement of the Museum; progress of classification, and cataloguing the specimens.

6. Conditions of the Museum as to fitments, cases, and other materials; appliances for rendering the Museum available for exhibition and instruction.

7. Conduct and discipline of the students in regard to the Museum.

8. Condition of cleanliness and attendance.

The observations of the Curator are to be numbered and separated as above, according to the heads to which they refer.

Signed by order of the President,

R. J. Kenny, *Registrar*.

Return of the Curator of the Museum for the official information of the **President**, for the Session 1858–59.

1. The number and description of the department connected with the Museum are as follows:—First, Zoological, second, Botanical; third, Geological; fourth, Palæontological; and fifth, Mineralogical.

2. The number and general nature of the objects in the three first departments remain the same as in the last report; some accessions have been made to the fourth department, which consist of—

3. A valuable series of bones of the Dinornis, purchased during the session; and a collection of English crag fossils, which have also been added by purchase.

4. There have been added no objects which require especial report since last session.

5. With reference to condition and arrangement, the former, in consequence of the dampness which prevails, is in some respects imperfect, and this applies more especially to the Zoological specimens. The arrangement and classification, together with the cataloguing, is in as advanced a state as the nature of the specimens will allow.

6. In fitments and cases, the Museum is now provided with such as are necessary. I have, however, deemed it advisable to make a further application on the matter, in order that the specimens may not trespass on each other's departments.

7. The conduct of the students in the Museum during the session has been such as fully to meet with the approval of the Curator.

8. In cleanliness and attendance the Museum is in a perfectly satisfactory condition, except so far as is beyond the control of the servants. The chimney which contains the open fire-place, from smoking, has greatly injured the state of the walls, and in some instances fills the Museum to such an extent with smoke, as to injure some of the Zoological specimens.

Robert Harkness.

Nov. 19, 1859.

Appendix H.

Official Report of Librarian.

APPENDIX H.

Official Report of Librarian.

The number of volumes at present in the library is 11,171. They may be classified (as nearly as possible) in the following manner:—

	Vols.
Greek and Latin Classics,	1,268
English Language and Literature,	1,144
Modern European Languages and Literature,	750
Celtic Languages and Literature,	210
Oriental Languages and Literature,	117
English Literature, Language, and History,	1,296
Philosophy and Belles Lettres,	325
Theology and Ecclesiastical History,	405
Mathematics, pure and mixed,	447
Experimental Physics,	288
Fortification, Military History, &c.,	154
Geography, Voyages, Travels, &c.,	363
Natural History,	913
Chemistry,	685
Geology, Mineralogy, &c.,	345
Engineering and Architecture,	266
Agriculture,	172
Law,	505
Jurisprudence and Political Economy,	259
Medical Library,	1,259
Total No. of Volumes,	11,171
Total No. of Volumes at termination of last Session,	9,793
Increase of Library during Session 1858-59,	1,378

The number of volumes presented to the library during Session 1858–59, amounts to 33; all the remaining volumes have been purchased from the College funds.

The mode of stamping, cataloguing, &c., is the same as that described in a former report.

At the annual scrutiny of the library made at the termination of the past Session, the loss for the year was found to be one volume—a manual of surgery. With this exception, there has been no injury or loss to any description of library property.

The discipline of the library is excellent, and the conduct of the students while in it is most exemplary. I have had no occasion to report any violation of the library regulations.

There have been bound during the past Session 244 volumes.

Cleanliness and order are properly attended to; but since the number of students using the library is greater this present Session than it had been at any time previously, a second porter will be found indispensable.

Matthias O'Keeffe, *Librarian*.

1st Dec., 1859.

APPENDIX I.

APPENDIX I.

Copies of Accounts furnished by Bursar.

COPIES of the several ACCOUNTS furnished by the BURSAR, showing the Financial STATE of the COLLEGE.

GENERAL ABSTRACT of the ACCOUNT of RECEIPTS and EXPENDITURE of the Endowment under Act of Parliament, of QUEEN'S COLLEGE, CORK, from 1st April, 1858, to 31st March, 1859.

Head of Service—Receipts.	£	s.	d.	*Head of Service—Payments.*	£	s.	d.
To Balance on the 1st of April, 1858,	762	11	0	By Amount paid for Salaries,	5,155	13	11
To Amount received from Paymaster of Civil Services,	7,000	0	0	By Amount paid for Scholars and Prizes,	1,442	0	0
				By Amount paid for Porters and Servants,	341	14	10
				By Balance indebted on 31st March, 1859,	823	2	3
	£7,762	11	0		£7,762	11	0

Signed, E. M. FITZGERALD, *Bursar.*

ACCOUNT of RECEIPTS and EXPENDITURE of Parliamentary Grant, and College Fees, Fines, &c., from 31st March, 1858, to 31st March, 1859.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
By Balance from Account No. 2, of last Report,	86	17	3	Classical Languages,	63	12	11
By Receipt from Paymaster of Civil Services, Amount of Parliamentary Grant,	1,600	0	0	English Language and History,	75	0	0
By Receipts from College Fees,	47	15	0	Celtic Languages,	15	4	4
By Receipts from Fines and Rent of Boxes,	9	8	6	Foreign Modern Languages,	56	1	8
				Mathematical Chemistry and Physics,	43	14	11
				Natural Sciences,	171	5	11
				Engineering and Agriculture,	29	17	11
				Mental, Legal, and Political Sciences,	143	6	10
				Medical Sciences,	78	6	10
				Periodical Literature,	46	0	11
				Books of General Interest,	69	9	6
				Binding Books and Sundries,	66	12	7
				General Natural History Collections,	74	2	6
				Medical Museums,	65	2	4
				Physical Cabinet,	25	12	6
				Chemical Laboratories,	50	14	3
				Engineering and Agriculture Collections,	43	7	0
				Printing and Stationery,	65	12	4
				Advertising and Postage,	129	9	1
				Porters' Clothing,	39	12	9
				Sundry Establishment Expenses and Fitments not provided by Board of Works,	56	6	10
				Heating and Lighting, with Wages,	173	5	7
				Botanic Garden and Grounds,	93	0	6
				Bursar's Credit Balance, as per last Report,	0	12	1
				By Balance in hands to Debit of Bursar,	68	6	9
	£1,744	0	9		£1,744	0	9

Signed, E. M. FITZGERALD, *Bursar.*

APPENDIX K.

APPENDIX K.

Documents regarding Discipline and Conduct of Students, &c.

COPY of LETTER from PRESIDENT, with REPORT of VICE-PRESIDENT on COLLEGE DISCIPLINE, and RETURN of PUNISHMENTS.

RETURN to be filled up by the VICE-PRESIDENT and sent into the REGISTRAR, for the official information of the PRESIDENT, on or before the day of , for the Collegiate Session 185 -5 .

A.—As to the state and efficiency of all the several departments of the College, to which the constant supervision of the Vice-President is directed by the Statutes.

B.—As to the state of order and discipline in the College, to which the particular attention of the Vice-President is directed by the Statutes.

Signed, By order of the President,
Registrar.

RETURN of the VICE-PRESIDENT for the Session 1858–59.

A.—The educational department of the College was in a satisfactory state.

B.—The order and discipline were in general good. *Two* cases of serious breach of discipline occurred: in one of which the offender was rusticated, and in the other, a money fine was imposed.

JOHN RYALL, *Vice-President.*

Nov. 19, 1859.

RETURN of PUNISHMENTS INFLICTED by the COUNCIL for BREACHES of DISCIPLINE, Session 1858–59.

Date.	Nature of Offence	Punishment.
March 29, 1859,	For having contumaciously neglected to attend the Council, being duly summoned to answer a complaint made against him for breach of discipline.	Rusticated till the end of Session 1859–60.
May 9, 1859,	For having violated the order of Council prohibiting any student having, while under examination, any book or paper referring to the subject.	Fined Four Pounds.

Signed, ROBERT J. KENNY, *Registrar.*

Appendix L.

Reports of Deans of Residences.

APPENDIX L.

Reports of Deans of Residences.

Report of Established Church Dean of Residence.

Cork, November 25, 1859.

My Dear Sir Robert,—The Registrar has requested me to send in my report of the students as Dean of Residence for the Established Church. You are aware the only means I have of meeting the students collectively is by delivering lectures to them in the Cathedral every week. I had a class of about twelve during the past year; and, when I remember the great inconvenience it was to them to attend lectures at such a distance from the College, on a Saturday, and yet how diligent and anxious they were in competing for the prizes I offered, I think a great deal may be said in their favour. As far as I have been able to observe their conduct, it was very good, with only one exception, and that gentleman is no longer a student of the College.

Believe me, my dear Sir Robert,
Yours very faithfully,
George Webster.

Sir Robert Kane.

Report of Presbyterian Dean of Residence.

Cork, Nov. 26, 1859.

With regard to the Presbyterian students in attendance on the Queen's College during the Session of 1858–59, I have to report, that some of them were matriculated; that the larger number were not; that they were all attentive to their moral and religious duties; and that their deportment in study, industry, and good conduct, so far as known to me, was praiseworthy.

I am, yours very truly,
W. Magill.

Sir Robert Kane.

Report of the Wesleyan Dean of Residence for Session 1858–59.

Cork, December 1, 1859.

Dear Sir Robert,—In presenting a report of the conduct of the students under my care, as Wesleyan Dean of Residence, I beg to say:—Having availed myself of every proper opportunity of being personally acquainted with the young gentlemen, it gives me much pleasure to be able to state, that they have been sober, steady, and well conducted, and have paid due attention to their religious duties. In their studies, I have reason to believe, they have been attentive, diligent, and persevering, in availing themselves of the many and great advantages to be derived from the lectures of the very able and learned Professors of the Queen's College, and from its well regulated library; and I may further add, some of them have been amongst those favourably noticed and awarded prizes from the hand of his Excellency the Lord Lieutenant, on his late visit to the College. From the correct and gentlemanly conduct of the students, and devotedness to their studies, it is to be expected they will honourably succeed, and furnish additional proofs of the great benefits to be derived from the Queen's College, Cork, under its present very judicious government.

I remain, dear Sir Robert,
Yours very truly,
Richard T. Tracy.

Sir Robert Kane, President,
Queen's College, Cork.

Printed by Alexander Thom & Sons, 87 & 88, Abbey-street, Dublin.
For Her Majesty's Stationery Office.